

U. S. Department of Education
Office of Vocational and Adult Education

**The Carl D. Perkins
Career and Technical Education Act of 2006**

STATE PLAN COVER PAGE

State Name: Illinois

Eligible Agency Submitting Plan on Behalf of State:

Illinois State Board of Education

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: _____

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Type of State Plan Submission (check one):

 6-Year Full Plan – FY 2007 – FY 2013

X 1-Year Transition Plan – FY 2007-2008

Special Features of State Plan Submission (check all that apply):

X Unified - Secondary and Postsecondary

 Unified - Postsecondary Only

 Title I only (*All Title II funds have been consolidated under Title I*)

X Title I and Title II

CHECKLIST OF STATE PLAN SUBMISSION REQUIREMENTS

State Plan Items	Six-Year Plan	One-Year Transition Plan
PART A: STATE PLAN NARRATIVE		
Planning, Coordination, and Collaboration Prior to State Plan Submission	All items required	Not required
Program Administration	All items required	Only items A2(a-l); A8; B1; and B2 required
Provision of Services for Special Populations	All items required	Only items A1(a-c) required
Accountability and Evaluation	All items required	All items required, except for the baseline data and performance levels as specified in the chart on pages 19 and 41
Tech Prep Programs	All items required if State is using all or a portion of its Title II grant funds for its tech prep programs No items required if consolidating all of its Title II grant funds into its basic grant programs	Only items A(1); B(1); and B(2) required if State is using all or a portion of its Title II grant funds for its tech-prep programs No items required if consolidating all of its Title II grant funds into its basic grant programs
Financial Requirements	All items required	All items required
EDGAR Certifications and Other Assurances	All items required	All items required
PART B: BUDGET FORMS		
Title I – Basic Grant	All items required	All items required
Title II – Tech Prep Programs	All items required if using all or a portion of its Title II grant funds for its tech prep programs No items required if consolidating all of its Title II grant funds into its basic grant programs	All items required if using all or a portion of its Title II grant funds for its tech prep programs No items required if consolidating all of its Title II grant funds into its basic grant programs

State Plan Items	Six-Year Plan	One-Year Transition Plan
PART C: ACCOUNTABILITY FORMS		
Definitions	All items required	All items required
Final Agreed Upon Performance Levels (FAUPL) Form – Secondary Level	All items required	Student definition, and measurement definitions and approaches for all core indicators Baseline data and performance levels as specified in the chart on pages 19 and 41.
Final Agreed Upon Performance Levels (FAUPL) Form – Postsecondary/Adult Levels	All items required	Student definition, and measurement definitions and approaches for all core indicators Baseline data and performance levels as specified in the chart on pages 19 and 41.

PART A: STATE PLAN NARRATIVE

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

States that submit a transition plan do not need to address the items in this section until they prepare their five-year plan prior to the second program year (July 1, 2008 – June 30, 2009). States that submit a six-year State plan must complete this entire section.

A. Statutory Requirements

A(1-5) – Response

Not Applicable – Illinois is submitting a one-year transition plan.

1. You must conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122(a)(3)]
2. You must include a summary of the above recommendations and the eligible agency's response to such recommendations in the State plan. [Sec. 122(a)(3)]
3. You must develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State plan. [Sec. 122(b)(1)(A)-(B)]
4. You must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]
5. You must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the

State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency must file its objections with you. You must respond to any objections you receive in the State plan that you submit to the Secretary. [Sec. 122(e)(3)]

B. Procedural Suggestions and Planning Reminders

B – Response

Not Applicable – Illinois is submitting a one-year transition plan.

- ✓ You should maintain a record of the public hearings that includes copies of the notices for the hearings, what media were used to publicize the hearings, mailing lists used for notification, where the hearings were held, and attendance levels. See section 122(a)(3).
- ✓ You should develop and implement policies and procedures for the framework of consultations required by section 122(b)(1)(A-B) and section 122(b)(2) of the Act; moreover, you should maintain appropriate records for these mandated consultations.
- ✓ Postsecondary career and technical education programs assisted under Perkins IV are mandatory partners in the one-stop career center delivery system established by WIA. You are encouraged to collaborate with your State Workforce Investment Board and other one-stop partners as you plan for the participation of postsecondary career and technical programs in your State's one-stop career center delivery system.
- ✓ Public hearings and other consultation activities should address all aspects of the State plan, including the reservation of funds under section 112(c) of the Act, if any, and the amount and uses of funds reserved for services that prepare individuals for nontraditional training and employment under section 112(a)(2)(B) of the Act.

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. You must prepare and submit to the Secretary a State plan for a 6-year period; or

You may prepare and submit a transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]

A.1 – Response

Illinois is submitting a transition plan for the first year of operation of programs under the Act.

States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: A2(a-1); A8; B1; and B2. States that submit a six-year State plan must address all of the items below.

2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

A.2 – Response

Illinois will provide professional development through various conferences to the field, which includes continuous improvement based on a cycle of planning, implementing, evaluating, and revising. This cycle provides a systematic mechanism for developing, assessing, and improving career and technical education programs. This cycle enhances decision-making and supports improvement of student attainment and system outcomes through a structured, data-driven process.

- (a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—

A.2(a) – Response

Approval of career and technical education programs for funding is based on Illinois State Board of Education criteria for program approval. Programs are approved as a part of the Regional Plans. Regardless of which instructional program is being developed to obtain program approval for funding, careful consideration must be given to the following program approval elements: The criteria for approving Career and Technical Education (CTE) programs is in Appendix A. The Illinois Community College Board uses a similar process to approve programs at the postsecondary level. Their criteria for approving CTE programs is in Appendix B.

Programs of Study committees comprised of secondary, postsecondary, business, and industry representatives will develop sample Programs of Study. These will be used to guide secondary and postsecondary educators when implementing a Program of Study.

- i. Incorporate secondary education and postsecondary education elements;

A.2(a)(i) – Response

Joint planning that includes secondary and postsecondary representatives will be used to strengthen Programs of Study at the state and local levels. Regional consortia and community colleges are encouraged to use joint advisory councils that serve secondary and postsecondary levels. Where all tasks for any occupation cannot be taught through secondary course offerings, postsecondary articulation components, as appropriate, have been established.

- ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;

A.2(a)(ii) – Response

In addition to technical skills and industry certifications, approved program content must reflect the integration of academic and workplace skills. Curriculum must be aligned with the *Illinois Learning Standards* and industry certifications, when available. Dual enrollment, dual credit options are encouraged in coordination with the Illinois Community College Board and are viable as part of the program approval process.

- iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and

A.2(a)(iii) – Response

Dual or concurrent enrollment ensures involvement of all the appropriate agencies in identifying responsibilities and resources that can be shared to ensure expanded opportunities, efficiency, and quality of the programs. Articulation deals not only with curriculum development, but also with the delivery of programs and coordination of resources and services. Articulation agreements between regional delivery systems and postsecondary institutions identify strategies to facilitate program alignment; student transition; shared facilities, equipment, and staff; and cooperative program planning and evaluation. The Illinois Articulation Initiative is a statewide effort to coordinate the articulation process for a variety of instructional programs.

- iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

A.2(a)(iv) – Response

Experience in and understanding of all aspects of the industry are required, including alignment with industry certifications where available and appropriate.

- (b) How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;

A.2(b) – Response

Eligible recipients from the secondary and postsecondary levels of education will participate on the Program of Study committees as they are being developed. They will assist in professional development statewide and regionally on the implementation of the Programs of Study.

- (c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

A.2(c) – Response

The Education for Employment Regional Systems (regional consortia of schools) will be requested to submit samples of general and program-specific articulation agreements that are currently in effect between the local districts and the respective community colleges. During the transition year, these will be evaluated and an articulation template will be developed and shared during regional and statewide professional development.

- (d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;

A.2(d) – Response

Through consultation with locals, the Illinois State Board of Education will establish Program of Study approval criteria. These will be posted on the Illinois State Board of Education website and disseminated through the Education for Employment Regional Delivery Systems to local schools.

- (e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs;

A.2(e) – Response

Perkins funds will be used to purchase up-to-date instructional materials and equipment. State and local curriculum development will use the latest technology in terms of instructional content and instructional delivery.

- (f) The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—

- i. Promote continuous improvement in academic achievement;

A.2(f)(i) – Response

In the local plan, eligible recipients must address the Quality Components of a CTE System. One of the components that must be addressed is the Integration of Academic and CTE Components. Recipients must indicate activities that address the integration of academics into CTE curricula.

- ii. Promote continuous improvement of technical skill attainment; and

A.2(f)(ii) – Response

In the local plan, eligible recipients must address the Quality Components of a CTE System. One of the components that must be addressed is the Integration of Academic and CTE Components. Recipients must indicate activities that address alignment of curricula to meet appropriate state and industry standards.

- iii. Identify and address current or emerging occupational opportunities;

A.2(f)(iii) – Response

In the local plan, eligible recipients must address the Quality Components of a CTE System. One of the components that must be addressed is the Program of Study. Recipients must indicate activities that address how they will develop Programs of Study based on labor market data.

- (g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

A.2(g) – Response

Services that are provided to students through the regional consortia use Perkins funds. These include tutors, note-takers, special adaptive equipment, etc. In many school districts, CTE courses also meet academic graduation requirements. Dual credit/dual enrollments are also encouraged.

- (h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

A.2(h) – Response

Illinois CTE programs will prepare students for postsecondary opportunities by ensuring they are equipped with:

Academic Skill Foundation. All students entering training-level career and technical courses in grade 11 will be expected to have met the *Illinois Learning Standards*, as measured by the Prairie State Achievement Examination. Programs will be based on the integration of academic and technical skill development. The inclusion of instruction and experience in all aspects of the industry within all CTE programs will also have an impact on the effectiveness of academic skills and technical skills.

Workplace Skill Development. Workplace skill development is included throughout the CTE curricula. Also, the *Illinois Learning Standards* are infused with workplace basics.

Technical Competencies. CTE courses in secondary schools emphasize occupational skills that are transferable across all occupations within an occupational cluster, as well as technical skills that are common to all occupations.

Work-Based Learning. Students develop a resume of work-based learning and work experiences in an industry with their chosen field.

Educational Credentials and Certificates. CTE programs provide certificates of knowledge, skills, and experiences that document students are prepared to benefit from advanced training and to enter employment.

- (i) How funds will be used to improve or develop new career and technical education courses—
 - i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;

A.2(i)(i) – Response

The academic and technical skills of students participating in CTE programs will be strengthened through aggressive integration of academics with CTE to ensure learning in the core academic and career and technical subjects, and through understanding of all aspects of an industry. All new curriculum development at the secondary level for CTE programs is aligned with the *Illinois Learning Standards*.

- ii. At the postsecondary level that are relevant and challenging; and

A.2(i)(ii) – Response

The Illinois State Board of Education, the Illinois Community College Board, and their business and industry partners will require development of local partnerships to stimulate and promote coordination among secondary and

postsecondary programs. These partnerships work to ensure relevant and challenging CTE programs.

iii. That lead to employment in high-skill, high-wage, or high-demand occupations;

A.2(i)(iii) – Response

CTE program requirements include programs that target high-skill, high-wage, and high-demand occupations. Program guidelines require a review of regional and state labor market information.

- (j) How you will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement. (Please note this item is required only for States not consolidating all of their Tech Prep funds);

A.2(j) – Response

The Illinois Community College Board, in cooperation with the Illinois State Board of Education, provides state conferences, regional workshops, newsletters, and listservs to provide information regarding best practices. An evaluation process also includes distribution of best practices to local tech prep consortia.

- (k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and

A.2(k) – Response

The academic and technical skills of students participating in CTE programs will be strengthened through integration of academics with CTE to ensure learning in the core academic and career and technical subjects, and through understanding of all aspects of an industry. The strategies include providing contextual learning, providing statewide and regional conferences, and directing all students with concentrations in CTE to take a challenging program of study while in high school and community college.

- (l) How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]

A.2(l) – Response

The Illinois State Board of Education and the Illinois Community College Board require Integration of Academic and CTE Components in their annual grant planning documents. Annual reporting requirements include reporting on successful integration improvement strategies.

The current Perkins Curriculum Revitalization project in Illinois is developing curriculum that is aligned with the *Illinois Learning Standards* and includes

academic performance assessments. This curriculum is linked to an online planning matrix that allows content to be searched by academic and technical standards.

For the past several years, Illinois has been matching the results of the NCLB state test, Prairie State Achievement Examination with Illinois CTE students. Reports are provided to local educational agencies on how Illinois CTE students are performing based on explorers, investors, and concentrators. The data are also aggregated by gender, race/ethnicity, and special populations.

3. You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—

A.3(a-f) – Response

Not Applicable – Illinois is submitting a one-year transition plan.

- (a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;
 - (b) Increases the percentage of teachers that meet teacher certification or licensing requirements;
 - (c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;
 - (d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;
 - (e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and
 - (f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]
4. You must describe efforts that your agency and eligible recipients will make to improve—

A.4(a-b) – Response

Not Applicable – Illinois is submitting a one-year transition plan.

- (a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and
 - (b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]
- 5. You must describe efforts that your agency and eligible recipients will make to improve the transition of subbaccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]

A.5 – Response

Not Applicable – Illinois is submitting a one-year transition plan.

- 6. You must describe how you will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]

A.6 – Response

Not Applicable – Illinois is submitting a one-year transition plan.

- 7. You must describe efforts that your agency and eligible recipients will make to—

A.7(a-c) – Response

Not Applicable – Illinois is submitting a one-year transition plan.

- (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--
 - i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and
 - ii. Career and technical education subjects;
 - (b) Provide students with strong experience in, and understanding of, all aspects of an industry; and
 - (c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]

8. You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]

A.8 – Response

Illinois State Board of Education staff, in cooperation with Illinois Community College Board staff, will provide local administrators, teachers, and members of the community at-large with technical assistance in three areas: 1) administration, 2) accountability, and 3) program improvement.

Administration. State agency staff will assist with the development of local plans by reviewing plans and making suggestions for improvement. In depth, onsite assistance will be provided for those secondary or postsecondary systems that are experiencing difficulties in the planning process. In addition to overseeing progress, State agency staff will provide technical assistance on an “as needed basis” to each of the systems. This may involve sharing insights gained from other systems, identifying better ways to meet objectives, and coordinating educators in a region to discuss ways that services can be delivered in more effective ways.

Accountability. Technical assistance will be provided to implement the Perkins IV accountability requirements. As part of the planning process, regional meetings are held routinely to train secondary and postsecondary systems on the accountability requirements and to explain the local plan guidelines. The Illinois State Board of Education and the Illinois Community College Board plan statewide and regional meetings to train local practitioners on the accountability system. This will include setting and refining adjusted levels of local performance for the core indicators, procedures to ensure collection of reliable and valid data, workshops on analyzing and interpreting performance data, developing strategies for program improvement based on performance data, and procedures and strategies for reporting data to the state and the general public.

Program Improvement. The Illinois State Board of Education and the Illinois Community College Board will conduct statewide and regional technical assistance workshops to help local educators improve their programs and provide services to special populations.

The Illinois State Board of Education will make various labor market information pertaining to high-skill, high-wage, and high-demand occupations, as well as career development resources, available to local administrators, teachers, and instructors to assist with planning and instruction. A substantial investment has been made in such products to increase their user friendliness and accessibility through the Internet, CD-ROMs, and print materials. Training and technical assistance on the use of these products to enhance learning is also made available through several organizations in the state, including the Illinois Department of Employment Security.

9. You must describe how career and technical education in your State relates to your State's and region's occupational opportunities. [Sec. 122(c)(16)]

A.9 – Response

Not Applicable – Illinois is submitting a one-year transition plan.

10. You must describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]

A.10 – Response

Not Applicable – Illinois is submitting a one-year transition plan.

11. You must describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]

A.11 – Response

Not Applicable – Illinois is submitting a one-year transition plan.

B. Other Department Requirements

1. You must submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.

B.1 – Response

See Appendices C and D for secondary and postsecondary guidelines.

2. You must provide a description of your State's governance structure for vocational and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.

B.2 – Response

The Illinois State Board of Education serves as the eligible agency responsible for the administration, operation, and supervision of CTE programs under the Carl D. Perkins Career and Technical Education Act of 2006. The Illinois State Board of Education distributes Perkins funds to unit and high school districts through the Illinois Education for Employment Regional Delivery System, which consists of 55 system directors. Under a memorandum of understanding between the Illinois State Board of Education and the Illinois Community College Board, administrative leadership for postsecondary Perkins was transferred to the Illinois Community College Board, effective July 2002, and Tech-Prep Education was transferred effective July 2003. The Illinois Community College Board distributes Perkins

funds to the 39 Illinois community college districts, as well as to the secondary and postsecondary members of the 40 Illinois Tech-Prep Consortia.

Managerial, professional, and support personnel who are qualified by education and experience are maintained by the Illinois State Board of Education and the Illinois Community College Board in adequate numbers to enable proper and efficient administration of the Perkins Act. The division administrator of the Illinois State Board of Education Career Development and Preparation Division is the CTE state director. Even though Illinois State Board of Education CTE staff are assigned to the Career Development and Preparation Division, some staff are located in other divisions to administer secondary CTE. At the Illinois Community College Board, the vice president and the senior director for program planning and accountability serve as the lead staff for postsecondary CTE. Staff in other Illinois Community College Board divisions provide support to the implementation of Perkins postsecondary initiatives.

Organizational charts for the Illinois State Board of Education and the Illinois Community College Board are included in Appendices E and F, respectively.

3. You must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.

B.3 – Response

Not Applicable – Illinois is submitting a one-year transition plan.

C. Procedural Suggestions and Planning Reminders

Illinois has referred to the program memorandum OVAE/DVTE 99-11 for additional background in understanding the responsibilities for one-stop participation that are established by Title I of WIA and its implementing regulations. See <http://www.ed.gov/policy/sectech/guid/cte/title19911.html>.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: AI(a-c). States that submit a six-year State plan must address all of the items below.

A. Statutory Requirements

1. You must describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—

A.1 – Response

Special populations students, both youth and adults, must have access to and successfully participate in the state workforce preparation system that leads to high-skill, high-wage, or high-demand occupations. To ensure that such students have the opportunity to meet or exceed state-adjusted levels of performance, it is critical that strategies and services are in place to achieve success.

Special populations are defined by the Act as youth and adults who are individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.

To be successful in meeting individual needs, the strategies identified should be understood by students, educators, and other service providers. Strategies for ensuring access to and success in CTE programs for special populations students include:

Outreach and Recruitment Activities. Using a variety of proven outreach and recruitment activities (e.g., reviewing and analyzing performance data to determine areas of needed outreach and recruitment) for special populations learners is critical to their entrance into and participation in quality CTE programs. It is imperative that information regarding possibilities for participation in CTE programs, as well as available career opportunities, be provided to learners. Information dissemination should take into account the student's native language, as well as multiple forms of distribution of information (e.g., multimedia and printed materials).

Identification. Identifying students is a crucial step in a comprehensive system of support services. Eligible education agencies are responsible for identification and reporting students based on definitions as defined in the Act.

Assessment. Assessment (e.g., abilities, interests, and aptitudes; unique learning needs; and learning styles) should enable the development of comprehensive profiles of students' competencies, strengths, and limitations. Based upon assessment data, programs should appropriately place students and provide supplemental services necessary for student success. Assessment should involve the following basic activities:

- Conducting comprehensive student assessment, maintaining results, and disseminating information to appropriate individuals (e.g., counselors, instructors, parents, students, and administrative personnel);
- Identifying students who have unique needs, including those who are at risk; and
- Identifying available resources within and outside the system.

Supplemental Services. Students' needs should be accommodated through the delivery of services necessary to achieve individual success in CTE. This is accomplished through coordinating the provision of supplemental services such as tutors; note takers; teacher aides and paraprofessionals; reduced class size; career and technical English language learner instruction; interpreters; mentors from school, community, business, and industry; special materials/supplies; support groups; tuition payment; child care; and transportation.

Career Guidance, Counseling, and Transition. Career guidance, counseling, and transition activities should include career awareness, exploration, orientation, preparation, and retraining; supportive counseling to assist students in dealing with problems associated with their personal, academic, and occupational successes; and quality activities that support and enhance school-to-school transitions and/or school-to-work transitions, including work-based learning experiences, such as job shadowing, apprenticeships, and internships. Specific activities may include conducting coordinated recruitment and guidance efforts; providing career development services to help students identify, plan, and prepare for career options; fostering career development by relating school-based learning to work-based learning; developing, maintaining, and updating learners' portfolios and individualized career, education, transition, and training plans; providing career education materials; providing student access to labor market and occupational information; promoting employer support and consultation; coordinating school-to-school or school-to-work transition activities; disseminating relevant transition information and materials to learners; and gathering and disseminating student follow-up data.

Coordination and Collaboration. Seamless student support should be provided using effective coordination and collaboration among education providers, area service agencies, employers, and community planning entities. This may be accomplished by establishing and maintaining partnerships among such entities as the access centers for the Americans with Disabilities Act, area labor/management councils, area planning councils, associations for retarded citizens, boards of control for area career centers and Education for Employment Regions, chambers of commerce, faculty advisory boards, and the Illinois Counseling Association.

Systemic Staff Development. Advocacy for the various special populations continues to be critical in ensuring that students' needs are met. Individuals who are knowledgeable about special populations and support services necessary to ensure student success in CTE programs can best provide this advocacy. To help ensure that individuals are well informed, systemic staff development that enhances knowledge and strengthens the abilities of professionals to provide essential support for special populations students should be designed and provided. Essential activities may include conducting staff development activities related to the individual needs of special populations students for CTE instructors, special education professionals, instructional assistants/paraprofessionals, mentors, tutors, counselors, and administrators; maintaining appropriate professional materials and resources; conducting staff development activities in areas such as legislation, work-based learning, integration teaching skills, interpersonal skills, critical thinking, cooperative learning, and teamwork; conducting staff development activities concerning identifying and/or developing special instructional materials or adapting existing instructional materials for CTE programs; disseminating information concerning available federal, state, and local resources pertaining to workforce development; identifying adaptive equipment, assistive devices, and new technology that should be available to students with disabilities; promoting public relations and marketing activities for programs and services; analyzing scientifically based research and baseline data; and providing training, as requested, to community members and business and industry representatives.

Monitoring and Evaluation. Continuous program improvement and student success should be ensured through monitoring the provision of supplemental services and evaluating learner achievement by local grant recipients. Activities include establishing clear goals for programs and activities, comparing learner performance data to determine success in school- and work-based environments, collecting data using consistent methods, surveying learners and relevant others for program and activity improvement suggestions, and soliciting observations and data from appropriate external sources.

(a) Will be provided with equal access to activities assisted under the Act.

A.1(a) – Response

All Perkins-funded programs will provide individuals who are members of special populations equal access to the full range of CTE programs available to individuals who are not members of special populations. These include occupationally specific courses of study, cooperative education, apprenticeship programs, and, to the extent practicable, comprehensive career guidance and counseling services. Equal access to CTE programs can be exhibited in a number of ways. CTE program enrollment should have approximately the same make-up, by ethnic background, disadvantage, disability, and gender as enrollment of the total student body. Members of special populations should have equal access to programs that are over-enrolled. Where the number of students requesting a specific program is greater than the number of students

the program can serve, the class enrollment figures and the waiting list should show approximately the same proportions of members of special populations. Entry requirements should not adversely affect access for members of special populations to CTE programs. Special populations students should be enrolled in all types of education programs, including occupational-specific courses, cooperative education, internships, apprenticeships, and Tech Prep programs.

Outreach and recruitment activities are a critical component of local program delivery. Special emphasis should be placed on outreach and recruitment of special populations students into CTE programs that are of sufficient size, scope, and quality, and that cover all aspects of an industry.

Before appropriate outreach and recruitment activities can occur, eligible recipients analyze baseline data to determine the appropriate distribution of special populations among the programs being provided. For example, if a large limited-English-proficient population exists in the community, but few are represented in CTE programs, outreach and recruitment should be a priority activity. The ideal recruitment strategy finds instructors, counselors, and administrators involved in a collaborative effort.

Steps in developing outreach and recruitment strategies are identifying the target population(s) so recruitment strategies are successful, knowing where and how to locate these populations, knowing the job market and what employers need from their workers, and being aware of projected workforce needs and emerging occupations.

- (b) Will not be discriminated against on the basis of their status as members of special populations; and

A.1(b) – Response

CTE programs and activities for individuals with disabilities will be provided in the least restrictive environment in accordance with Section 612(a)(5) of IDEA and will, if appropriate, be included as a component of the individualized education program developed under Section 614(d) of that Act. Students with disabilities who have individualized education programs developed under Section 614(a) of IDEA, with respect to CTE programs, will be afforded the rights and protections guaranteed those students under that Act. Efforts to meet requirements are coordinated so services are complementary and provide the complete continuum of both programs and support activities to enable special populations students to be successful in CTE programs.

ISBE conducts civil rights onsite visits in accordance with the federal court order affecting CTE programs to ensure that nondiscrimination rights of various special populations groups are not violated. The assurance of nondiscrimination will also be required of eligible subrecipients through the development and submission of their local plans. Illinois State Board of Education staff will also

provide technical assistance and professional development activities and leadership development activities in the area of nondiscrimination, which may include civil rights self assessment.

- (c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

A.1(c) – Response

Local plan guidelines require that eligible recipients specify the strategies and services available to meet the needs of each of the special populations in career and technical programs. (See Appendices C and D.) Eligible recipients will ensure that strategies and services for members of special populations in career and technical programs are appropriate. These services may include supplementary services, guidance and counseling, and transition services. The needs of individual students in programs will be identified and addressed.

Supplementary services may include a special populations coordinator, tutoring, note-taking, instructional aides or assistants, special instruction materials, remedial/developmental instruction, special or adaptive equipment and devices, career/skill fees and supplies, English language learner supportive personnel, tuition payment, child care, transportation, social service referrals, pre-career skills training, interpreting, mentoring, and support groups.

- 2. You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]

A.2 – Response

Not applicable – Illinois is submitting a one-year transition plan.

- 3. You must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]

A.3 – Response

Not applicable – Illinois is submitting a one-year transition plan.

- 4. You must describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]

A.4 – Response

Not applicable – Illinois is submitting a one-year transition plan.

- 5. You must describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and

other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at <http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>.

A.5 – Response

Not applicable – Illinois is submitting a one-year transition plan.

B. Other Department Requirements

There are no other Department requirements for this section of the State plan narrative.

B – Response

Not applicable.

C. Procedural Suggestions and Planning Reminders

Illinois local applications and forms seek complete information from eligible recipients on their proposed programs, services, and activities for special populations. See section 134(b)(8)(A)-(C), and 134(b)(9)-(10).

Illinois has eliminated the “individuals with other barriers to educational achievement” from the definition of special populations. See section 3(29).

Illinois will use not more than 1 percent of the funds allotted for state leadership set-aside under section 111 of the Act that can be used to serve individuals in state institutions. See section 112(a)(2)(A).

Illinois has referred to the Program Memorandum OVAE/DVTE 99-13 for additional background information concerning the reservation and use of state leadership funds for activities related to nontraditional training and employment.

As per the transition plan submission requirements, the Illinois accountability system indicates the ability to disaggregate data for each of the core indicators of performance under section 113(b)(2) of the Act for the categories of students described in section 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act of 1965, as amended, and section 3(29) of the Act that are served under the Act. See section 113(c)(2)(A).

IV. ACCOUNTABILITY AND EVALUATION

States that submit a one-year transition plan must submit all items in this section, except as noted in the box below. States that submit a six-year State plan must complete all items in this section.

States that submit a one-year transition plan, along with their eligible recipients, are required to reach agreement on performance levels for the first two program years (July 1, 2007 – June 30, 2008, and July 1, 2008 – June 30, 2009) only for the core indicators under section 113(b) of the Act as provided below:

<u>Indicators</u>		<u>Transition Plan</u>	<u>Six-Year Plan</u>
Secondary Level – 8 Indicators			
1S1	Academic Attainment – Reading/Language Arts	X	X
1S2	Academic Attainment – Mathematics	X	X
2S1	Technical Skill Attainment	Not required	X
3S1	Secondary School Completion	Not required	X
4S1	Student Graduation Rates	X	X
5S1	Secondary Placement	Not required	X
6S1	Nontraditional Participation	Not required	X
6S2	Nontraditional Completion	Not required	X
Postsecondary/Adult Level – 6 Indicators			
1P1	Technical Skill Attainment	Not required	X
2P1	Credential, Certificate, or Degree	Not required	X
3P1	Student Retention and Transfer	Not required	X
4P1	Student Placement	Not required	X
5P1	Nontraditional Participation	Not required	X
5P2	Nontraditional Completion	Not required	X

States that submit a one-year transition plan must submit a five-year plan prior to the second program year. At that time, the Department will reach agreement on performance levels for program year two (July 1, 2008 – June 30, 2009) for the indicators that were not initially required for program year one (July 1, 2007 – June 30, 2008). The Department will issue further guidance to States prior to the required submission of the five-year plan.

States that submit a transition plan, along with their eligible recipients, will not be subject to sanctions under sections 123(a) and (b) of the Act for the first program year for the core indicators that are not required as specified in the chart above.

A. Statutory Requirements

1. You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]

A.1 – Response

Illinois will continue to build upon its current statewide accountability systems to meet the accountability requirements of Perkins IV. The Illinois State Board of Education has developed several systems to help meet the CTE performance indicators: the Performance Management Information System, the Student Information System, and the Illinois Student Information System, and the Illinois Community College Board has developed the community college management information system, all of which collect and report the performance data. As Illinois moves into Perkins IV there will be some modifications to the current applications to meet the requirements of the Act.

Illinois will encourage input from local recipients and key stakeholders to establish acceptable measures and performance levels for career and technical students. On the secondary side, additional input is obtained from monthly meetings held by the Education for Employment system directors, Illinois Data Quality Taskforce meetings, and when the FY 2006 Performance Management Information System data are distributed to the field and via a meeting held at the Illinois Association for Career and Technical Education annual conference scheduled for June 2007.

Additional indepth discussions about the core indicators will occur at the Postsecondary Perkins Forum for Excellence in September 2007. A targeted session will be held to gather additional feedback on proposed approaches to implementing the Postsecondary Perkins performance measures for Illinois. College officials will also be engaged in discussions about the process for setting performance levels at the local level.

Additionally, Illinois Community College Board staff will enter into a dialogue with personnel from the Illinois Department of Financial and Professional Regulations to discuss administrative data-matching opportunities between the agencies. The Illinois Department of Financial and Professional Regulations licenses and regulates a variety of professions for which community colleges provide education and training. A list of the professions that are licensed or regulated by the Illinois Department of Financial and Professional Regulations appears in the appendices. The Illinois Department of Public Health regulates a smaller number of occupations and will be the next agency to have administrative data-matching opportunity discussions.

2. You must describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]

A.2 – Response

The Illinois State Board of Education and the Illinois Community College Board will use several strategies to represent eligible recipients in the development of core indicators and state-adjusted levels of performance. A major topic of the Perkins Regional Transition Meetings this spring was accountability; a small number of committees will be convened with stakeholder representatives to formulate recommendations to the Illinois State Board of Education and the Illinois Community College Board for inclusion in the final state plan.

Although many of the measures are common to secondary and postsecondary programs, as well as other state agencies' workforce preparation programs, the core performance indicators for secondary and postsecondary are discussed separately.

The baseline levels of performance are the result of analyses of trends in performance levels. They reflect the best data available at the time of preparing this plan. The Illinois State Board of Education is proceeding with an extensive process, with assistance of a university partner, to update, complete, and validate all baseline performance levels. This also involves a similar process for local baseline and adjusted levels of performance, which must aggregate to the state baseline and adjusted levels. It is further understood that any changes in core indicators, baselines, or adjusted levels must be approved by the USDE, Office of Vocational and Adult Education.

Once the Illinois State Board of Education and the Illinois Community College Board establish baseline data, a series of meeting will be conducted throughout the state to solicit comments and improvement strategies from the local CTE administrators of secondary and postsecondary entities. The Illinois Data Quality Taskforce team will organize the secondary meetings and provide procedures to adjust the baselines set by the Illinois State Board of Education and its university

partner. The Illinois Community College Board will organize the postsecondary meetings.

Additional indepth discussions about the core indicators and the annual adjusted levels of performance at the state level will occur at the Postsecondary Perkins Forum for Excellence in September 2007. A targeted session will be held to gather additional feedback on proposed approaches to operationalizing the Postsecondary Perkins performance measures for Illinois and arriving at the adjusted levels of performance statewide. College officials will also be engaged in discussions about the process for setting performance levels at the local level.

3. You must identify, on the forms in Part C of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]

Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). Based on our non-regulatory guidance, we have prepopulated the measurement definitions on the Final Agreed Upon Performance Levels (FAUPL) form for your convenience. You do not need to describe how these definitions and measures are valid and reliable in your State plan narrative. A State that chooses to propose other student definitions and measurement approaches in its new State plan would have to describe how its proposed definitions and measures would be valid and reliable. (The Secretary is considering whether to issue regulations requiring a State to agree to use the student definitions and measurement approaches for the core indicators of performance for academic attainment in reading/language arts and mathematics and graduation rates as contained in the guidance document. If the Secretary decides to regulate on these issues and adopts final rules, a State may be required to amend its State plan.

A.3 – Response

Indicators		One-Year Transition Plan	Six-Year Plan
Secondary Level – 8 Indicators			
1S1	Academic Attainment – Reading/Language Arts	X	X
1S2	Academic Attainment – Mathematics	X	X
2S1	Technical Skill Attainment	Not required	X
3S1	Secondary School Completion	Not required	X
4S1	Student Graduation Rates	X	X
5S1	Secondary Placement	Not required	X
6S1	Nontraditional Participation	Not required	X
6S2	Nontraditional Completion	Not required	X
Postsecondary/Adult Level – 6 Indicators			
1P1	Technical Skill Attainment	Not required	X
2P1	Credential, Certificate, or Diploma	Not required	X
3P1	Student Retention or Transfer	Not required	X
4P1	Student Placement	Not required	X
5P1	Nontraditional Participation	Not required	X
5P2	Nontraditional Completion	Not required	X

Secondary Participant and Concentrator Definitions

CTE Participant: A secondary student who has earned one or more credits in any CTE program area.

CTE Concentrator: A secondary student who has earned three or more credits in a single CTE program area (e.g., health care or business services), or two credits in a single CTE program area, but only in those program areas where two credit sequences at the secondary level are recognized by the state and/or its local eligible recipients.

Postsecondary Participant and Concentrator Definitions

CTE Participant: A postsecondary/adult student who has earned one or more credits in any CTE program area.

CTE Concentrator: A postsecondary credential seeking CTE student who: 1) within one fiscal year completes at least 12 academic or CTE credits within a single program area sequence that is composed of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or 2) completes a short-term CTE program sequence of fewer than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree. CTE concentrators are preparing for a future job immediately after attending the community college or are participating in higher education to improve their skills for their current employment.

4. You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]

A.4 – Response

The Performance Management Information System includes a foundation of individual student records matched to external databases to produce performance measures. CTE program completers are matched against the Unemployment Insurance wage records and a higher education enrollment database to produce measures of employment, postsecondary continuation, and employment retention. Participation-rate measures for special populations are produced by comparing a school's total incidence rate with that of CTE programs. Statewide secondary academic assessment records are matched to CTE students to produce academic achievement measures in basic reading and mathematics skills with comparative total school results. Secondary school completion and program completion are derived from the foundational database.

Technical Skill attainment is new to Illinois and extensive research is needed before any processes can be discussed for implementation. Technical Skill attainment will be researched, developed, and implemented as key stakeholders investigate best practices across the state and country.

Among the considerations for enhancing the Performance Management Information System is the capacity of the system to add “starting point” data for academic and technical proficiencies upon entry into the CTE system. This will involve considerable work to develop assessment instruments and procedures, as well as adopting the Performance Management Information System to accommodate the resulting data.

The Performance Management Information System is a Microsoft Windows-based, client-server application. From this system, which contains statewide data, the software and an attached database are extracted and disseminated to each secondary and postsecondary entity with approved programs. Secondary entities receive applicable local and comparative state data. Postsecondary entities receive

local, comparative peer group, and state data. This allows each user to view or print reports or graphs for each measure and any or all levels. The graphs can be copied into other software to produce documents, slides, or transparencies. The local package includes an extensive online help component.

The Performance Management Information System allows users to conduct program review in several ways: set local/program standards for acceptable performance and incremental improvement, better direct resources through identification of high and low performers, conduct comparisons across programs and populations, review longitudinal performance, and conduct indepth analyses to establish quality program components and determine improvement strategies

The Illinois State Board of Education created the Illinois Student Information System, a performance information software package, in 1998 as a more flexible, user-friendly system to replace the Vocational Information Management System. While the basic functions of the Vocational Information Management System have been retained, several enhancements have been incorporated. Regional school and course information can be maintained for multiple fiscal years, allowing planning efforts to be noted for the next school year. Data are separately maintained in local school databases instead of regional databases housing all schools. Additional data elements for the Education-to-Careers effort have been incorporated to indicate Individualized Career Plans for each student, career pathways if so selected by each student, and the work-based learning experiences for each student.

All students, not only those enrolled in CTE courses, can be entered into the student record database, allowing a broad range of reporting capabilities. Student reports are designed with a great deal of flexibility for student selection criteria. This makes it possible to increase the number of reporting options available while decreasing the number of reports maintained within the system.

Approximately two software updates per year have been part of the Illinois Student Information System software. These modifications have provided the state and users with more flexibility in gathering a greater variety of needed data to further address the core indicators. Next year, the state-issued student ID will be a requirement of the Illinois Student Information System. With the linkage of the Illinois Student Information System to the Illinois State Board of Education Student Information System there will be greater validity in the reporting of student graduation rate in the next two years. Presently, only one year of Illinois State Board of Education Student Information System data is available.

Over the years, the alignment of performance indicators across related federal programs has been an area of particular interest in Illinois. According to Illinois statute, the Illinois Workforce Investment Board is responsible for coordinating all workforce development programs funded by state and federal government. The Illinois Workforce Investment Board performs its coordinating duties, ensuring nonduplication of programs and services, through its committee and task force structure.

Continuity in measurement approach across related federal programs promotes public confidence in the performance information the programs produce. The Illinois State Board of Education and the Illinois Community College Board collaborate on Perkins secondary and postsecondary programs, services, and administrative management. The Illinois Community College Board has administrative responsibility for Adult Education (Title II of the Workforce Investment Act) and has always strived, to the largest extent possible, to align related performance measures. The Illinois Department of Commerce and Economic Opportunity is responsible for Workforce Investment Act Title I administration and performance reporting. Illinois Community College Board staff are in close communication with officials from the Illinois Department of Commerce and Economic Opportunity on accountability and measurement issues. The Illinois State Board of Education, the Illinois Community College Board, and the Illinois Department of Commerce and Economic Opportunity work closely in coordinating service delivery as required partners in Illinois' Comprehensive One-Stop System and the Illinois Worknet project. Due to these efforts, measures related to employment and retention (where applicable) follow similar approaches across all three federal programs.

STUDENT DEFINITIONS

Secondary Level:

CTE Participant: A secondary student who has earned one or more credits in any CTE program area.

CTE Concentrator: A secondary student who has earned three or more credits in a single CTE program area (e.g., health care or business services), or two credits in a single CTE program area, but only in those program areas where two credit sequences at the secondary level are recognized by the state and/or its local eligible recipients.

Postsecondary/Adult Level:

CTE Participant: A postsecondary/adult student who has earned one or more credits in any CTE program area.

CTE Concentrator: A postsecondary/adult student who: 1) completes at least 12 academic or CTE credits within a single program area sequence that is composed of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or 2) completes a short-term CTE program sequence of fewer than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

MEASUREMENT DEFINITIONS

Secondary:

1S1: Academic Attainment – Reading/Language Arts

Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school reading/language arts assessment administered by the state under Section 1111(b)(3) of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress and who, in the reporting year, left secondary education.

Denominator: Number of CTE concentrators who took the Elementary and Secondary Education Act assessments in reading/language arts whose scores were included in the state’s computation of adequate yearly progress and who, in the reporting year, left secondary education.

1S2: Academic Attainment – Mathematics

Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under Section 1111(b)(3) of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress and who, in the reporting year, left secondary education.

Denominator: Number of CTE concentrators who took the Elementary and Secondary Education Act assessments in mathematics whose scores were included in the state’s computation of adequate yearly progress and who, in the reporting year, left secondary education.

Examples for Indicators 1S1 and 1S2:

- Under these indicators, a state would not include in the data it reports under the Perkins Act a CTE concentrator who is a student who *at the time of the administration of the state assessment had not attended public schools within the state for a full academic year, as defined in the state’s Consolidated State Application Accountability Workbook*, because the state would not include this student in its computation of statewide adequate yearly progress under the Elementary and Secondary Education Act.
- Under these indicators, a state would include in the data it reports under the Perkins Act a CTE concentrator who took the reading/language arts and mathematics assessments in grade 10 and dropped out in grade 11 if the student’s grade 11 year is the reporting year.
- Under these indicators, if a state’s *Consolidated State Application Accountability Workbook* allows for the state to report a student’s last score on the

reading/language arts and mathematics assessments for accountability purposes under the Elementary and Secondary Education Act, the state may follow the same procedure for reporting the number of CTE concentrators who met the proficient or advanced level of an Elementary and Secondary Education Act assessment because a state would report the same score for a CTE student as reported under the Elementary and Secondary Education Act.

2S1: Technical Skill Attainment

Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.

Denominator: Number of CTE concentrators who took the assessments during the reporting year.

Note for Indicator 2S1: The Department recognizes that a state may not have technical skill assessments that are aligned with industry-recognized standards in every CTE program area and for every CTE concentrator. OVAE expects that each state will identify, in Part A, Section VI (Accountability and Evaluation) of its new Perkins IV state plan, the program areas for which the state has technical skill assessments, the estimated percentage of students who will be reported in the state's calculation of CTE concentrators who took assessments, and the state's plan and timeframe for increasing the coverage of programs and students reported in this indicator to cover all CTE concentrators and all program areas in the future.

3S1: Secondary School Completion

Numerator: Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development credential as a state-recognized equivalent to a regular high school diploma (if offered by the state) or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the state) during the reporting year.

Denominator: Number of CTE concentrators who left secondary education during the reporting year.

4S1: Student Graduation Rates

Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the Elementary and Secondary Education Act.

Denominator: Number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate as defined in

the state's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the Elementary and Secondary Education Act.

5S1: Secondary Placement

Numerator: Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE investors who graduated by June 30, 2007, would be assessed between October 1, 2007, and December 31, 2007).

Denominator: Number of CTE concentrators who left secondary education during the reporting year.

6S1: Nontraditional Participation

Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

6S2: Nontraditional Completion

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

Postsecondary:

1P1: Technical Skill Attainment

Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.

Denominator: Number of CTE concentrators who took technical skill assessments during the reporting year.

Note for Indicator 1P1: The Department recognizes that a state may not have technical skill assessments that are aligned with industry-recognized standards in every CTE program area and for every CTE concentrator. In Illinois, initial coverage of occupations will be best in healthcare related programs. Smaller numbers of skilled trades and human service related occupations are also expected to be available.

2P1: Credential, Certificate, or Diploma

Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.

Denominator: Number of CTE concentrators in the postsecondary education tracking cohort for the reporting year.

3P1: Student Retention or Transfer

Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.

Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.

4P1: Student Placement

Numerator: Number of CTE concentrators who completed a program and were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007, would be assessed between October 1, 2007, and December 31, 2007).

Denominator: Number of CTE concentrators who completed and left postsecondary education during the reporting year.

5P1: Nontraditional Participation

Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

5P2: Nontraditional Completion

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

5. On the forms provided in Part C of this guide, you must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(II)]

Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on "adjusted performance levels" for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

- a. Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students' attainment of "challenging academic content standards" and "student academic achievement standards" that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State's academic assessments (i.e. the State's reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these State standards. Thus, a State's core indicators must include career and technical education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State's assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.

To measure attainment of these standards, a State must develop and reach agreement with the Department on "adjusted performance levels," which constitute the State's performance targets for a program year. Permissible targets (i.e. "adjusted performance levels") would be a State's "annual measurable objectives" (AMOs) from its State's ESEA accountability workbook. (To ensure that a State's schools are making "adequate yearly progress" (AYP) as required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State's academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) instead of its AMOs as discussed below.

- b. Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level “student graduation rates (as described in section 1111(b)(2)(C)(vi) of the [ESEA]).” Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State’s schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide targets for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.

The Department strongly encourages your State to reach agreement on “adjusted performance levels” required under section 113 of the Perkins Act for the core indicators discussed in (a) and (b) above that are the same as your State’s AMOs or targets that your State adopted to ensure that your State’s schools are making AYP as required under section 1111(b)(2) of the ESEA. However, as noted above, your State may not have established targets for graduation rates under the ESEA, or your State may wish to propose performance levels for these core indicators that are different from your State’s targets. If so, your State must provide baseline data using your State’s most recent year’s achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department on “adjusted performance levels.” (The Secretary is considering whether to issue regulations requiring a State to agree to “adjusted performance levels” under the Perkins Act that are the same as the State’s AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate on this issue and adopts final rules, a State may be required to amend its State plan.)

A.5 – Response

Illinois uses a state-developed assessment for the NCLB requirements in reading and mathematics as per Perkins IV. The Prairie State Achievement Examination is designed to measure the achievement of grade 11 students relative to the *Illinois Learning Standards* for reading, mathematics, and science. The Prairie State Achievement Examination includes three components: 1) a science assessment developed by the Illinois State Board of Education; 2) the ACT, which includes reading, English, mathematics, and science tests; and 3) two WorkKeys assessments (Reading for Information and Applied Mathematics).

Academic achievement will consists of the percentage of all concentrators scoring at the meet or exceeds levels on the mathematics assessment and/or reading assessment from the Prairie State Achievement Exam, the Illinois Alternative Assessment, or the Illinois Measure of Annual Growth in English. CTE students will also be disaggregated by the following categories: explorers, investors, and concentrators.

Illinois uses the current approved definition for graduation rate associated with NCLB. The formula to calculate by dividing current graduates by fall freshmen four years ago plus transfers in minus transfers out/died.

Graduation rate is the number of 2004-05 high school graduates divided by the first-time grade 9 2001 fall enrollment, minus students transferred out, plus students transferred in, multiplied by 100. [Numerator = number of graduates, denominator = (grade 9 enrollment - transfers out) + transfers in]. “Transfers out” include students from the freshman class who transferred to another school or died prior to graduation. “Transfers in” encompass 2004-05 graduates who were not counted in the first-time grade 9 2001 fall enrollment; they may include students who transferred from another school, students with or without disabilities, and students who graduated in fewer or more than four years.

Performance level is not available for 4S1 Student Graduation Rates. Illinois does not have a longitudinal data system that can provide the needed data. Efforts are under way to link the graduation rate into the Student Information System, which would provide the need measure for CTE. Currently, the Student Information System has only two years of data available and it will be at least two more years before Illinois will be able to provide data for this measure.

Completed Final Agreed Upon Performance Levels (FAUPL) Form in Part C.

6. You must describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(4)(A)(i)(II); sec. 122(c)(10)(B)]

A.6 – Response

A secondary plan will be developed by the Education for Employment system directors and other key stakeholders to justify not accepting the levels of performance. The plan should include measures for collecting and reporting data the proposed baselines and measures. Detailing provisions will be imposed on locals to support local adjusted levels of performance.

For Postsecondary Perkins Illinois plans to use a gap-closing methodology to establish performance levels. The “gap” is the difference between the recent available actual mean performance (baseline) and the long-term goal for each measure. Local-level goal setting decisions will be influenced by performance goals established by federal officials for Illinois on a statewide basis. Accordingly, local performance will be expected to increase at a level that allows the state to meet its commitment to federal officials. Generally, colleges will be given a right to appeal up to a maximum one-third of the goals in a given year unless a written exception is granted by the Illinois Community College Board Vice President of Instruction and Policy Studies. One or more of the parameters described in item 7 will need to be met for an appeal to move forward. Within these parameters, a “due process”-

based appeal process, including peer involvement, will be available. It is anticipated that this alternative goal-setting process will be used on an infrequent basis.

Based on the standardized gap-closing approach, colleges will be provided with an initial goal from state officials. Within the parameters described below in item 7, if a district disagrees with the goal for its college it may propose a different goal through the following process: the president of a college whose college has met the parameters and thinks that the initial gap-closing proposal is not agreeable must formally request in writing an appeal to the Vice President of Instruction and Policy Studies of the Illinois Community College Board within 21 calendar days of the date on the e-mail/letter informing the college of the availability of data on the state-developed Postsecondary Perkins website. The local written proposal should include 1) the proposed revised goal(s), 2) a supportive rationale, and 3) a plan for how the revised goal(s) will be reached.

Appeals that meet the parameters and are filed within the timeline specified above may be granted by state staff or, if deemed unacceptable to state staff, will be eligible to be heard by a Review Panel. The five-person Review Panel will include state (two Illinois Community College Board officials), and local (three college officials) representatives. Panel members will be asked to independently evaluate the original state goal and the alternate written local college goal, rationale, and plan. A form will be developed to use in the review process. Goals established by federal officials for Illinois' statewide performance will be a major consideration in the review. Local performance will be expected to increase at a level that allows the state to meet its commitment to federal officials. The Review Panel may elect to schedule a conference call with the local college requesting a change to their goal or may choose at their discretion act on the written materials provide by college officials. Written materials from college officials should be prepared under the assumption that they will form the sole basis of the appeal. Local college appeals to goals can be requested for a maximum of one-third of the goals in a given year unless a written exception to this policy is granted by the Illinois Community College Board Vice President of Instruction and Policy Studies.

Local college officials serving on the Review Panel cannot hear their own appeals. If a Review Panel member's college seeks an appeal of its goals, the panel member will recuse himself/herself and an alternate Review Panel member will be selected.

The Review Panel may elect to retain the original state goal, accept the local revised proposal, or provide a goal between the two figures. The decision of the Review Panel shall be available within 60 calendar days after receipt of the request for an exception. The decision of the Review Panel shall be final. Appeals can be requested by local college officials on an annual basis if one or more of the parameters identified in item 7 exist.

Performance levels will be agreed upon as part of the contract with the local college provider. Goal agreement between the state and local provider will be one of the

necessary components for the distribution of Postsecondary Perkins funding unless an exception is granted in writing by the Illinois Community College Board Vice President for Instruction and Policy Studies.

7. You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]

A.7 – Response

A secondary plan of unanticipated circumstances will have to be submitted the by local educational agency and it will be reviewed by the state team of experts to determine whether the circumstances are justifiable for a revisions. The local educational agency will have to provide data and evidence to support the adjustments of performance.

To initiate an appeal the college should meet one or more of the following criteria: be experiencing an employment rate in their service region substantially above the state average, have experienced the closure of a major employer or substantial reduction in the workforce of a major employer in their service region, or experience a natural or manmade disaster that caused a substantial interruption of program and service delivery by the college or a strike/work stoppage that interrupts the delivery of programs and services OR have two consecutive years when 90 percent of the agreed-upon goals has not been met.

8. You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].

A.8 – Response

The state will report its findings for the community college occupational programs and the secondary CTE systems, including Tech Prep, in terms of the number and percentage of those institutions that “did not meet,” “met,” or “exceeded” their performance goals. The report will present for each core indicator the findings, interpretation of the data, and recommendations.

The state performance report will also include findings on the statewide averages for each of the core indicators for CTE students, including Tech Prep students. The report will present for each core indicator the findings, interpretation of the data, and recommendations.

The Illinois State Board of Education will reconvene the State Plan Advisory Committee to review the findings and develop the recommendations. The state report will also be reviewed by the Illinois Workforce Investment Board

Accountability and Research Committee before submitting it to the Illinois Workforce Investment Board, the Illinois State Board of Education, and USDE.

The local report will mirror the state report. For secondary programs the report will show the percentage of high schools and AVCs that have not met, met, or exceeded the performance goal for the year. That will be followed by the findings on the percentage of students above or below the local adjusted performance levels for each core indicator. The local report will further disaggregate the special population's performance on the core indicators.

All local data submitted to the Illinois State Board of Education for the Performance Management Information System via the Illinois Student Information System and the Illinois Community College Board Management Information System are subject to a data collection agreement between the Illinois State Board of Education and the local eligible recipient because the data are used not only for program improvement and accountability, but also for distribution of State General Revenue Funds for secondary and postsecondary CTE. This agreement states that the local entity is subject to audit. Upon an audit exception, local entities are required to return funds for over-reporting their data.

All data sources and instrumentation, data collection and reporting methods, and analysis methods are designed according to the current research standards. The Illinois State Board of Education has the measures and methodologies reviewed by research scientists to ensure that they are valid and reliable measures of performance.

The Illinois Community College Board has created and maintains a separate Management Information System containing data about all students participating in the state's community colleges in both credit and noncredit programs. Information for selected credit student populations is used for Perkins progress and performance reporting. The unit record Management Information System includes an extensive array of demographic, programmatic, progress, and performance variables of interest to the Illinois Community College Board and the colleges. Within components of the Illinois Community College Board Management Information System, students are classified by curriculum, course enrollment, credit hours, career and technical graduate follow-up, special populations, and other data related to the Perkins core indicators. Tech Prep students are identified and tracked through a secondary and postsecondary administrative data matching process that is governed by a data-sharing agreement.

All data the Illinois Community College Board collect go through an extensive electronic edit process (validity checks, range checks, intersubmission reliability/consistency, etc.) and a "desk audit" review by state and local staff. Comparisons are made over time to help ensure submission completeness and identify any irregularities before the data are jointly agreed to as "final" by state and local staff. Colleges understand and appreciate that data supplied to the Illinois

Community College Board are high stakes. Final information and data generated by the Illinois Community College Board are shared with other appropriate state and federal entities to meet their external reporting requirements. For example, at the state level, graduate data are used as a key component of the labor supply in the Labor Market Information Systems maintained by the Illinois Department of Employment Security. At the federal level, Illinois Community College Board data systems are used to report institutional level data for most Integrated Postsecondary Data Systems submissions.

The Illinois Community College Board has been successfully collecting and analyzing data regarding the postsecondary Perkins III measures and will continue to do so under Perkins IV. Illinois Community College Board Annual Enrollment and Completion records (A1) are one primary data source for the Perkins core measures. The Illinois Community College Board has successful experience designing, managing, and working with large-scale administrative data systems and processes. Illinois Community College Board staff are providing state leadership to the refinement of postsecondary core indicators under Perkins IV. Through a contractual agreement, partners from the Northern Illinois University Center for Governmental Studies provide assistance with federal Perkins reporting, including the Postsecondary Perkins web-based information system.

A work group that includes college representatives will be used to provide additional review and guidance on Illinois core performance measures. The Illinois Community College Board will distribute and make available drafts of the core indicators and adjusted levels of performance to all the community colleges for further review and comment.

All local data submitted to the Illinois State Board of Education for the Performance Management Information System via the Illinois Student Information System and the Illinois Community College Board Management Information System are subject to a data collection agreement between the Illinois State Board of Education and the local eligible recipient because the data are used not only for program improvement and accountability, but also for distribution of State General Revenue Funds for secondary and postsecondary CTE. This agreement states that the local entity is subject to audit. Upon an audit exception, local entities are required to return funds for over-reporting their data.

All data sources and instrumentation, data collection and reporting methods, and analysis methods are designed according to accepted protocols and practices. The Illinois Community College Board and the Illinois State Board of Education have collaborated with research scientists on the measures and methodologies to ensure that they are valid and reliable measures of performance. Administrative data matching is used exclusively by Illinois for performance reporting to strengthen measure reliability and validity.

9. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

A.9 – Response

The Illinois State Board of Education and the Illinois Community College Board provide reporting entities with performance data based on what each entity submitted through the Illinois Student Information System or the Management Information System. Each local reporting entity must provide strategies and improvement plans when they fail to meet their local annual adjusted level of performance. Sample forms for the Secondary Career and Technical Education Strategies for Improving Performance and Postsecondary Program Improvement Plan follow. The actual forms will be based on recommendations for local educational agencies.

**SECONDARY CAREER AND TECHNICAL EDUCATION
STRATEGIES FOR IMPROVING PERFORMANCE**

System Name: _____ **EFE #:** _____

In the space provided for each core indicator, check whether or not the system's most current actual local performance data exceeded, met, or did not meet the local Annual Adjusted Level of Performance (AALP). For each "did not meet", complete Part II of this form by listing 1) the programs by title and 2-digit CIP code that did not meet the AALP; 2) the Special Populations categories that did not meet the AALP; and 3) the major FY2008 strategies that will be used to improve student performance.

PART I

CORE INDICATOR	ANNUAL ADJUSTED LEVEL OF PERFORMANCE		
	Exceeded	Met	Did not Meet
1S1 ACADEMIC ATTAINMENT – READING/LANGUAGE ARTS Percentage of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.			
1S2 ACADEMIC ATTAINMENT – MATHEMATICS Percentage of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.			
2S1 TECHNICAL SKILL ATTAINMENT Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.			
3S1 SECONDARY SCHOOL COMPLETION Percentage of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.			

Sample

4S1 STUDENT GRADUATION RATES Percentage of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.			
5S1 SECONDARY PLACEMENT Number of <u>CTE concentrators</u> who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).			
6S1 NONTRADITIONAL PARTICIPATION Percentage of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.			
6S2 NONTRADITIONAL COMPLETION Percentage of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.			

PART II (duplicate as necessary)

Submit a separate Part II for each Core Indicator that 'DID NOT MEET' local annual adjusted level of performance.

PROGRAMS

List by CIP Code and title the programs not performing at or above the local AALP (review performance data by at least two-digit CIP Code, i.e., 52.0000).

CIP CODE	PROGRAM

SPECIAL POPULATIONS

Check the special populations categories not performing at or above the local AALP (review performance data by individual special population). Currently only local data is available to determine if single parents and displaced homemakers are meeting the local AALP. This local data should be used to assist in identifying activities to assist these special populations groups in meeting the AALP.

☐ Students with Disabilities
☐ Limited English Proficient
☐ Economically Disadvantaged

☐ Single Parents
☐ Displaced Homemakers
☐ Nontraditional

Sample

STRATEGIES

Indicate below all major strategies to be used during FY2009 to increase student attainment of academic skills. Special emphasis should be placed on those programs and/or special populations groups not performing at or above the local AALP. Include the period of time when the strategy will be carried out, the person(s) responsible for completing the strategy and the amount of funding supporting the strategy.

FY 2009 STRATEGIES	TIMELINE	RESPONSIBLE PARTY(IES)	PERKINS FUNDING

Sample

Postsecondary Program Improvement Plan (PPIP)

Please provide all the information requested below for each indicator that did not meet the performance target (annually adjusted level of performance, or AALP).

Community College: _____

Perkins Core Indicator Being Addressed (complete a separate PPIP for each indicator):

Core Indicator AALP _____ Actual
Performance _____

This submission is a (check only one):

- ☐ New Plan - to be submitted in instances where no PPIP was previously required for the specific core indicator, but is now required based on the most recent data available.
- ☐ Plan Revision & Progress Update - to be submitted in instances where a PPIP was previously required for the specific core indicator and is required again based on the most recent data available.

PERFORMANCE BY PROGRAM AREAS (if available)

Report the performance of any specific program areas that did not meet the AALP for this indicator.

Program Area

CIP

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

PERFORMANCE OF SPECIAL POPULATIONS

Report the performance of special population subgroups that did not meet the AALP for this indicator.

Special Population

Actual Performance

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Sample

PERFORMANCE IMPROVEMENT NARRATIVE

Please attach a narrative describing how the college plans to increase performance in this area and close the performance gaps. Include information regarding the particular special populations and program areas (if available) that did not meet the AALP in this indicator how the proposed activities will affect these groups. Be as specific as possible and include project timelines, amount of funds being allocated (Perkins and other), names/titles of responsible staff and any other details that will help delineate your approach.

If this is a Plan Revision and Progress Update, (see above) include in the narrative a summary of past efforts and a specific plan on how the college plans to increase performance in this area and close the performance gaps. Be as specific as possible and include outcomes from the previous year's activities.

10. You must describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]

A.10 – Response

The Performance Management Information System provides the technology for statewide and local evaluation of programs. The Illinois State Board of Education designed this system to make using evaluation data easier for state and local staff. The Performance Management Information System is a database that draws upon several other databases to provide descriptive statistics on programs, program outcomes, and student outcomes. The Performance Management Information System is user friendly, applying the latest computer technology to enhance the system's data collection, analysis, and reporting features.

The Performance Management Information System design is based on a continuous improvement model. It helps determine baseline performance levels and performance goals, permitting analysis of short- and long-term gains. The state and eligible fund recipients negotiate anticipated levels of performance and program improvement strategies are aligned with performance priorities. Upon annual review of the performance data over the next five years, eligible recipients will adjust their local plans annually to realign resources to address performance deficiencies in programs, schools, and/or population cohorts. In this continuous improvement model, eligible recipients compete against themselves. This means that they are trying to raise baseline performance levels toward optimal levels of performance.

At the state level, the Performance Management Information System functions as an information and accountability system, tracking student progress and program improvement strategies. Each school year, Illinois State Board of Education staff will update the database that contains individual student records for grades 9-12 and for community college students. They also will disaggregate data for selected cohorts for the purposes of evaluating their progress. After preparing the data at the state level, the Illinois State Board of Education will send regional secondary school directors and community college career deans diskettes containing three years' of district data, statewide comparative summary data, and a Windows-based software program to analyze the data.

The Performance Management Information System was purposely designed to be as user friendly as possible so that all potential users would feel comfortable using the data for evaluating and improving programs. They can create numerous reports and graphs for each region, district, or school with only a few clicks of a mouse, providing customized reports to administrators and instructors almost instantly. The reports that are generated through the Performance Management Information System allow practitioners to see what is working and what is not.

The Performance Management Information System compares CTE secondary and postsecondary systems with standards that are defined with the help of local educators, administrators, student service staff members, and parents. If a system is not meeting state standards, it is required to develop an improvement plan specifically addressing the areas of poor performance. The Illinois State Board of Education will create a “watch list” of schools that are underperforming and provide concentrated technical assistance to help these schools get back on track. Local educators will be required to develop “Strategies for Improving Performance” when they do not meet their annual adjusted level of performance.

The Illinois Workforce Investment Board functions as the state coordinating board pertaining to workforce preparation policy. The Illinois Workforce Investment Board ensures that Illinois’ workforce preparation services and programs are coordinated and integrated, and measures and evaluates the overall performance and results of workforce programs and initiatives. The board is also charged with furthering cooperation between government and the private sector to meet the workforce preparation needs of Illinois employers and workers. The authority of the Illinois Workforce Investment Board is established in federal and state legislation that provides funding to support the operation of the workforce investment system. The role of the Illinois Workforce Investment Board is to ensure that the state and local workforce investment system is coordinated, market-driven, and responsive in meeting the employment and training needs of employers and job seekers alike. The Illinois Workforce Investment Board performs its coordinating duties, ensuring nonduplication of programs and services, through its committee and task force structure.

The focus of the blueprint for improving workforce development in Illinois and avoiding duplication is to build on existing initiatives to improve the effectiveness of the state’s workforce programs, and to link initiatives more closely with the state’s economic development strategy. The blueprint has several elements:

- Focus Workforce Investment Act training investments on responding to the critical needs of the labor market, including flexible strategies for training in skill shortage areas;**
- Strengthen local Workforce Investment Boards by providing clear direction and support, so that these boards can become a means for improving the linkage between workforce and economic development;**
- Implement a Career Center network that is responsive to the needs of Illinois workers, makes effective use of current technology, and expands access for those most in need of such access; and**
- Improve management and accountability for workforce programs.**

The Illinois Workforce Investment Board was created pursuant to the requirements of Workforce Investment Act and is charged with a variety of duties related to planning and oversight of the state's workforce development system. The principle code departments involved in economic and workforce development, as well as the state's major education agencies, are represented on the board. The plan lists all entities represented on the board and describes how the board is using a task force strategy to fulfill its statutory responsibilities. The Illinois Workforce Investment Board established four task forces: the Healthcare Task Force, the One-Stop Redesign Task Force, the Private Sector Leadership Task Force, and the Planning Task Force. While some of the task forces have completed their work and have been disbanded, others have been created to address emerging issues. More recently, task forces were established to address the workforce needs of manufacturing, TDL (i.e., transportation, distribution and logistics), and individuals with disabilities. In 2006, the Illinois Workforce Investment Board created two new task forces: the Medicaid Infrastructure Taskforce, designed to improve employment opportunities for persons with disabilities, and the Career Development Taskforce, designed to expand career development opportunities for K-12 students in Illinois. The *Illinois Strategic Five-Year State Plan For Title I of the Workforce Investment Act of 1998 And the Wagner-Peyser Act* developed by the agency partners under the leadership of the Illinois Department of Commerce and Economic Opportunity contains additional background on Illinois Workforce Investment Board task forces.

B. Other Department Requirements

1. Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:

B.1(a-c) – Response

Illinois will be using the definitions agreed upon from the Accountability Form section, Part C.

- (a) The student definitions that you will use for the secondary core indicators of performance and the postsecondary/adult core indicators of performance;
- (b) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year, except that, for the indicators for which your State must use your State's standards, assessment, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data; and
- (c) Proposed performance levels as discussed above, except that, for the indicators for which your State must use your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will only have to confirm this information with your Regional

Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State's AMOs and targets for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.

2. You must identify the program areas for which the State has technical skill assessments, the estimated percentage of CTE students who take technical skill assessments, and the State's plan for increasing the coverage of programs and students reported in future program years.

B.2 – Response

Presently, Illinois does not have any state-approved technical skill assessments in any of the five occupational program areas available in the state. Illinois will be formulating focus groups to develop strategies on finding the appropriate technical skill assessments for our occupational areas.

C. Procedural Suggestions and Planning Reminders

The Secretary will approve the Illinois Transition State Plan, or a revision to an Illinois Transition State Plan, unless the Secretary determines that the Illinois Transition State Plan, or revision, respectively, does not meet the requirements of the Act. These requirements include that Illinois must develop valid and reliable measures for the core indicators of performance and establish levels of performance on the core indicators of performance are sufficiently rigorous to meet the purposes of the Act. See section 122(e)(1)(A)-(B); section 113(b)(2).

If Illinois has developed, prior to the date of enactment of the Act, performance measures that meet the requirements of section 113 of the Act, as amended by Public Law 109-270, then Illinois may continue to use such performance measures to measure the progress of CTE students. See section 113(b)(2)(D).

Illinois will be required to prepare and submit annually to the Secretary a report on the progress of Illinois in achieving the state-adjusted levels of performance on the core indicators of performance; and information on the levels of performance achieved by the state with respect to the additional indicators of performance, including the levels of performance for special populations. See section 113(c)(1).

With respect to future reports, the Illinois accountability system must be able to disaggregate data for each of the core indicators of performance under section 113(b)(2) and 203(e) of the Act, if applicable, for the categories of students described in section 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act and section 3(29) of the Act that are served under the Act. See section 113(c)(2)(A). The Department will issue further guidance to states on nonduplication of data. See section 113(c)(3).

If Illinois does not consolidate all of its Tech Prep funds into its Title I grant, the state will be required to disaggregate data for each of the core indicators of performance under section 113(b)(2) of the Act for Tech Prep students.

Illinois will be required to identify and quantify any disparities or gaps in performance between any category of students described in section 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act and section 3(29) of the Act and the performance of all students served by the eligible agency under this Act, which must include a quantifiable description of the progress each such category of students served by the eligible agency under this Act has made in meeting the state-adjusted levels of performance. See section 113(c)(2)(B).

The Department will make the information contained in reports submitted by Illinois under section 113(c) and 205 of the Act available to the general public through a variety of formats, including electronically through the Internet, will disseminate state-by-state comparisons of the information, and will provide the appropriate committees of Congress with copies of such reports. See section 113(c)(5)(A)-(C) and section 205.

Illinois is responsible for identifying, using national, state, or regional data, the CTE programs that lead to nontraditional fields. See section 113(b)((2)(A)(vi) and section 113(b)(2)(B)(v). The U.S. Department of Labor's Bureau of Labor Statistics and Women's Bureau, and the National Association of Partners in Education are several sources of information and data to assist states in this effort. See <http://www.bls.gov/home.htm>, <http://www.dol.gov/wb/factsheets/nontra2005.htm>, and <http://www.napequity.org>.

Illinois is responsible for identifying, using national, state, or regional data, the occupations or professions that it will classify as high skill, high wage, or high demand. See section 113(b)(2)(B)(iv). The U.S. Department of Labor, Bureau of Labor Statistics, offers a wealth of information and data to assist States in this effort. See <http://www.bls.gov/home.htm>, as well as the Department's web site at <http://www.edcountability.net>.

V. TECH PREP PROGRAMS

Important Note: States receiving an allotment under sections 111 and 201 may choose to consolidate all, or a portion of, funds received under section 201 with funds received under section 111 in order to carry out the activities described in the State plan submitted under section 122. Only States that will use all or part of their allotment under section 201 need to complete items in this section of the State plan.

States that submit a one-year transition plan that includes Title II tech prep programs must address, at a minimum, its plans or the State's planning process for the following items: A(1);B(1); and B(2). States that submit a six-year State plan that includes Title II tech prep programs must address all of the items below.

A. Statutory Requirements

1. You must describe the competitive basis or formula you will use to award grants to tech-prep consortia. [Sec. 203(a)(1)]

A.1 – Response

Tech Prep is fully integrated throughout Illinois. The 40 Tech Prep consortia coordinate the alignment and articulation efforts of the 39 Illinois Community Colleges districts, the Illinois Education for Employment regions, and the Illinois high schools engaged in the delivery of CTE programs.

The process used to award grants to the 40 Illinois Tech Prep consortia is: One original and three copies of the fiscal year 2008 Tech Prep program proposal must be submitted to the Illinois Community College Board by May 14, 2007. The following five items must be complete and included as part of the fiscal year 2008 Tech Prep Consortium proposal–

- **Grant Proposal Cover Sheet**
- **Project Profile Worksheet**
- **Tech Prep Annual Plan Worksheets**
- **Fiscal Year 2008 Tech Prep Consortium Budget Worksheet**
- **Fiscal Year 2008 Transit Entity Annual Plan and Budget Worksheets, if necessary**

Consortia not able to return completed plans by the May 14, 2007, deadline must apply for an extension in writing to the Illinois Community College Board (ATTN: Rob Kerr, Director of Career and Technical Education) or risk having their funding denied. Extension requests must be received by the Illinois Community College Board prior to May 11, 2007. Plans received after the deadline, with an approved extension, will not be guaranteed for approval by July 1, 2007. Expenditures may not begin until the approval is received.

Upon receipt of the complete proposal:

- **The consortium director will receive an e-mail message confirming that all components have been received and are being evaluated.**
- **Illinois Community College Board staff will review the proposal and contact the consortium director to:**
 - **request more specific information, clarification, and/or supporting data, or**
 - **confirm that the proposal has been approved as submitted.**

Following staff approval, the Illinois Community College Board will forward to the consortium director the final grant agreement form, which includes:

- **all the requisite certification and assurance forms,**
- **the approved budget (including information on financial drawdown methods and other fiscal procedures), and**
- **the scope of work (as submitted in the proposal).**

The final grant agreement form must be signed by the official of the fiscal agent that is authorized to submit the proposal (e.g., community college president, superintendent, or board officer) and returned to the Illinois Community College Board in order to activate the grant. Audits will be based on the information provided in the signed grant agreement.

Tech Prep plans are reviewed by the Illinois Community College Board Program Planning and Accountability Team, and each local plan is reviewed by at least two different staff members. The grant readers use a “Local Plan Review Worksheet” to record their opinions and ensure that all required areas of the local plan are adequately addressed. After the reading, the staff members assemble to discuss the merits of the plan and reach consensus on the adequacy of the plan elements. A “Tech Prep Consortium Local Plan–Final Consensus Review and Recommendation Sheet” is completed to record the deliberations and the final staff recommendations.

In an effort to equitably support the consortia, Illinois developed an allocation methodology under Perkins II that effectively supported the original functions of Tech Prep at that time. Since then, funding for Tech Prep consortia has been based on 1) the number of high school buildings and 2) the number of secondary school teachers in a specific consortium. While this methodology worked well for the early development of Tech Prep in Illinois, it is not reflective of the contributions of the postsecondary Tech Prep partners. See Appendix G for the Fiscal Year 2008 Tech Prep Consortia allocations.

Illinois has decided to use FY 2008 to make the final decision on the future of Title II Tech Prep funding in the state. Through the process of engaging public stakeholders as required for the Perkins IV plan development, the Illinois State Board of Education and the Illinois Community College Board will seek to determine the best course of action to take regarding Tech Prep. Specifically, the following questions will be addressed:

- **How can Illinois best use the available federal, state, and local resources to ensure that secondary and postsecondary CTE programs are thoroughly aligned, fully articulated, and offer a seamless, nonduplicative pathway for students?**
 - **Of the options available, how should the available federal and state funds be equitably and justifiably distributed to ensure that local needs are addressed and federal and state goals are met?**
2. You must describe how you will give special consideration to applications that address the areas identified in section 204(d) of the Act. [Sec. 204(d)(1)-(6)]

A.2 – Response

Not Applicable – Illinois is submitting a one-year transition plan.

3. You must describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 204(f)]

A.3 – Response

Not Applicable – Illinois is submitting a one-year transition plan.

4. You must describe how your agency will ensure that each funded tech prep program—

A.4(a-h) – Response

Not Applicable – Illinois is submitting a one-year transition plan.

- (a) Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;
- (b) Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;
- (c) Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;
- (d) Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F) of the Act.
- (e) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act;
- (f) Provides equal access to the full range of technical preparation programs (including preapprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];

(g) Provides for preparatory services that assist participants in tech-prep programs [Sec. 203(c)(7)]; and

(h) Coordinates with activities under Title I. [Sec. 203(c)(8)]

5. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

A.5 – Response

Not Applicable – Illinois is submitting a one-year transition plan.

B. Other Department Requirements

1. You must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.

B.1 – Response

See Appendix H for the Fiscal Year 2008 Illinois Tech Prep Consortium Grant Guidelines.

See Appendix I for the Fiscal Year 2008 Tech Prep Local Plan Review Worksheet.

See Appendix J for the Fiscal Year 2008 Tech Prep Consortium Local Plan–Final Consensus Review and Recommendation Sheet.

C. Procedural Suggestions and Planning Reminders

Illinois understands that nonsupplanting requirements apply to Title II tech prep programs. See section 311(a).

Illinois understands that state expenditures for Title II tech prep programs are a part of the maintenance of effort calculations originally required by the Act. See section 311(b).

Illinois understands that state administrative costs are still limited to those costs that are “reasonable and necessary.” See OVAE’s program memo at <http://www.ed.gov/programs/techprep/tpmemo5192000.html>.

Illinois understands that Title II funds may not be used for state leadership activities. See OVAE’s program memo at <http://www.ed.gov/programs/techprep/tpmemo5192000.html>.

Illinois understands that it will be required to prepare and submit annually to the Secretary a report on the effectiveness of the tech prep programs assisted under Title II. See section 205.

VI. FINANCIAL REQUIREMENTS

All States must complete this entire section.

A. Statutory Requirements

1. You must describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(a) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]

A.1 – Response

Through the allotment made under section 111 of the Act, a minimum of 85 percent will be distributed to local eligible agencies at the secondary and postsecondary levels, not more than 10 percent will be used for state leadership activities, including 1 percent to serve individuals in state institutions and no more than \$150,000 for services preparing Nontraditional Training and Employment, and no more than 5 percent of the funds will be used for state administration of the plan. The funds under section 202(a) will not be consolidated.

The following factors were considered in determining the rationale to distribute 60 percent of the 85 percent to secondary eligible agencies, consisting of 54 eligible Regional Delivery Systems, and 40 percent of the 85 percent to eligible postsecondary agencies, consisting of 39 community college districts [Sec. 122(c)(6)(A), Sec. 202(c)]:

FY 2006 Enrollments		
	Total Enrollment	Special Populations Served
Secondary	337,107 (57.3% of total)	149,319 (44.3% of secondary)
Postsecondary	250,780 (42.7% of total)	54,206 (22.0% of postsecondary)
Totals	587,887	203,525 (35.0% total enrollment)

In addition to the above data, the need for program improvement and general educational reform is greater at the secondary level than at postsecondary institutions. This includes staff development, curriculum development, and upgrading instructional equipment. The proportion of special populations students also necessitated greater expenditure to achieve overall improvement of student performance, as measured by the core indicators. As stated above, the data and supporting rationale resulted in a funding split of 60 percent secondary and 40 percent postsecondary.

The Leadership set-aside of 10 percent of the state's allocation will include 1 percent for State Institutions and \$150,000 for Nontraditional Training and Employment. These funds are designed to provide leadership activities and support for secondary and postsecondary education. Institutions of higher education are often involved with providing such leadership activities.

The remaining 5 percent of the funds will be used at the state level to administer the plan.

2. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Sec. 131(g); Sec. 202(c)]

A.2 – Response

The secondary portion of the state allocation is distributed by formula. 60 percent (\$23,007,835) of the 85 percent (\$38,346,391) is distributed to secondary Regional Delivery Systems. In Illinois, 54 secondary Regional Delivery Systems constitute eligible recipients. The secondary Regional Delivery Systems are consortia of all secondary schools in Illinois, including Area Career Centers. The Regional Delivery Systems receive grant guidelines and allocations. In determining their scope of work and budget, they must work with their Board of Controls (made up of superintendents of each of the school districts that are members of the consortia) to determine how the funds will be spent according to the local grant guidelines (See Appendix C for the local grant guidelines). The Regional Delivery Systems must submit their grant proposals to the Illinois State Board of Education for approval. The Regional Delivery Systems may not flow funds to subrecipients if they did not generate \$15,000 or more in the allocation process. When the amount equals or exceeds \$15,000, the subrecipient is required to complete a budget developed in accordance with the Illinois Program Accounting Manual (23 Ill. Adm. Code 110) detailing specific expenditure amounts. All such subregional budgets are to be submitted with the local grant proposals for approval by the Illinois State Board of Education.

The allocations to the secondary Regional Delivery Systems (consortia of schools) are determined by the following formula:

- **30 percent shall be allocated to such local educational agencies in proportion to the number of individuals age 5 through 17, inclusive, who reside in the school district served by such local education agency for the preceding fiscal year compared with the total number of such individuals who reside in the school districts served by all local educational agencies in the state for such preceding fiscal year, as determined on the basis of the most recent satisfactory data provided to the Secretary by the Bureau of the Census for the purpose of determining eligibility under Title I of the Elementary and Secondary Education Act of 1965.**
- **70 percent shall be allocated to such local educational agencies in proportion to the number of individuals age 5 through 17, inclusive, who reside in the school district served by such local education agency and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most**

recent satisfactory data used under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared with the total number of such individuals who reside in the school districts served by all the local educational agencies in the state for such preceding fiscal year.

See Appendix K for allocations to secondary Regional Delivery Systems.

3. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. [Section 122(c)(6)(A); Sec. 202(c)]

A.3 – Response

The postsecondary portion of the state allocation is distributed by formula. 40 percent (\$15,338,556) of the 85 percent (\$38,346,391) is distributed to postsecondary agencies consisting of 39 community college districts. The community colleges receive grant guidelines and allocations. In determining their scope of work and budget, they must get approval from their governing boards on their proposal and how the funds will be spent according to the local grant guidelines. (See Appendix D for the local grant guidelines.) The community colleges must submit their grant proposals to the Illinois Community College Board for approval. No community college shall receive an allocation in an amount less than \$50,000.

The allocations to the community college districts are determined by the following formula:

- **Each eligible institution or consortium of eligible institutions shall be allocated an amount that bears the same relationship to the portion of funds made available under section 112(a)(1) to carry out this section for any fiscal year as the sum of the number of individuals who are federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in programs meeting the requirements of section 135 offered by such institution or consortium in the preceding fiscal year bears to the sum of the number of such recipients enrolled in such programs within the state for such year.**

See Appendix L for allocations to postsecondary community colleges.

4. You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]

A.4 – Response

The secondary portion of the state allocation is distributed by formula. 60 percent (\$23,007,835) of the 85 percent (\$38,346,391) is distributed to secondary Regional Delivery Systems. In Illinois, 54 secondary Regional Delivery Systems constitute

eligible recipients. The secondary Regional Delivery Systems are consortia of all secondary schools in Illinois, including Area Career Centers. The Regional Delivery Systems receive grant guidelines and allocations. In determining their scope of work and budget, they must work with their Board of Controls (made up of superintendents of each of the school districts that are members of the consortia) to determine how the funds will be spent according to the local grant guidelines. (See Appendix C for the local grant guidelines.) The Regional Delivery Systems must submit their grant proposals to the Illinois State Board of Education for approval. The Regional Delivery Systems may not flow funds to subrecipients if they did not generate \$15,000 or more in the allocation process. When the amount equals or exceeds \$15,000, the subrecipient is required to complete a budget developed in accordance with the Illinois Program Accounting Manual (23 Ill. Adm. Code 110) detailing specific expenditure amounts. All such subregional budgets are to be submitted with the local grant proposals for approval by the Illinois State Board of Education.

The allocations to the secondary Regional Delivery Systems (consortia of schools) are determined by the following formula:

- 30 percent shall be allocated to such local educational agencies in proportion to the number of individuals age 5 through 17, inclusive, who reside in the school district served by such local education agency for the preceding fiscal year, compared with the total number of such individuals who reside in the school districts served by all local educational agencies in the state for such preceding fiscal year, as determined on the basis of the most recent satisfactory data provided to the Secretary by the Bureau of the Census for the purpose of determining eligibility under Title I of the Elementary and Secondary Education Act of 1965.
- 70 percent shall be allocated to such local educational agencies in proportion to the number of individuals age 5 through 17, inclusive, who reside in the school district served by such local education agency and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent satisfactory data used under section 1124(c) (1)(A) of the Elementary and Secondary Education Act of 1965, compared with the total number of such individuals who reside in the school districts served by all the local educational agencies in the state for such preceding fiscal year.

See Appendix K for allocations to secondary Regional Delivery Systems.

5. You must describe how your agency will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocations.
[Section 122(c)(6)(B); sec. 202(c)]

A.5 – Response

Illinois will not allocate funds among any consortia that are formed among postsecondary institutions as described in [Section 122(c)(6)(B): sec. 202(c)].

6. You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]

A.6 – Response

Using the annual School District Reorganizations document prepared by Fiscal/School Support Services through the School Business and Support Services Division at the Illinois State Board of Education, changes are made to ensure that the master control file consisting of the district membership in the Regional Delivery Systems (consortia of schools) is accurate. The master file is used to ensure that the allocations reflect any change in school district boundaries that occurred since the population and/or enrollment data were collected and includes local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs [Sec. 131(a)(3)].

7. You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.

A.7 – Response

Illinois does not elect to use any alternative allocation formula(s) that would require approval by the Secretary as described in section 131(b) or 132(b).

B. Other Department Requirements

1. You must submit a detailed project budget, using the forms provided in Part B of this guide.

B.1 – Response

A detailed project budget is included in Part B.

2. You must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.

B.2 – Response

A list of allocations made to consortia (secondary) from funds available under sections 112(a) of the Act is included in Appendix K. There are no postsecondary consortia. No allocations will be made for 112(c) of the Act.

3. You must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.

B.3 – Response

The secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.

The only portions of the state allocation distributed by formula are the secondary and postsecondary set-asides, or 85 percent of the total state allocation. Of this amount, 60 percent is distributed to secondary Regional Delivery Systems (consortia of schools) by the following formula:

- **30 percent shall be allocated to such local educational agencies in proportion to the number of individuals age 5 through 17, inclusive, who reside in the school district served by such local education agency for the preceding fiscal year, compared with the total number of such individuals who reside in the school districts served by all local educational agencies in the state for such preceding fiscal year, as determined on the basis of the most recent satisfactory data provided to the Secretary by the Bureau of the Census for the purpose of determining eligibility under Title I of the Elementary and Secondary Education Act of 1965.**
- **70 percent shall be allocated to such local educational agencies in proportion to the number of individuals age 5 through 17, inclusive, who reside in the school district served by such local education agency and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent satisfactory data used under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared with the total number of such individuals who reside in the school districts served by all the local educational agencies in the state for such preceding fiscal year.**

The remaining amount (40 percent) is distributed to postsecondary institutions based on the following formula:

- **Each eligible institution or consortium of eligible institutions shall be allocated an amount that bears the same relationship to the portion of funds made available under section 112(a)(1) to carry out this section for any fiscal year as the sum of the number of individuals who are federal Pell Grant recipients and**

recipients of assistance from the Bureau of Indian Affairs enrolled in programs meeting the requirements of section 135 offered by such institution or consortium in the preceding fiscal year bears to the sum of the number of such recipients enrolled in such programs within the state for such year.

See Appendices K and L for secondary and postsecondary allocations.

4. You must describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.

B.4 – Response

No funds will be used on a competitive basis or formula to award reserve funds under section 112(c) of the Act.

5. You must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.

B.5 – Response

No funds will be used for section 112(c) of the Act. The procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act are not necessary.

6. You must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

B.6 – Response

No funds will be used to target eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

C. Procedural Suggestions and Planning Reminders

Funds received under the Act will not be used to provide career and technical education programs to students prior to grade 7, except that equipment and facilities purchased with funds under this Act may be used by such students. See section 315.

Illinois will meet the maintenance of fiscal effort requirements on either a per student or aggregate expenditure basis. See section 311(b)(1)(A).

No funds made available under the Act will be used to require any secondary school student to choose or pursue a specific career path or major. See section 314(1).

No funds made available under the Act will be used to mandate that any individual participate in a career and technical education program, including a CTE program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. See section 314(2).

All funds made available under the Act will be used in accordance with the Act. See section 6.

Funds made available under the Act for CTE activities will supplement, and will not supplant, nonfederal funds expended to carry out CTE activities and Tech Prep activities. See section 311(a).

No funds provided under the Act will be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered. See section 322.

The portion of any student financial assistance received under the Act that is made available for attendance costs will not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with federal funds. See section 324(a).

Funds made available under the Act will be used to pay for the costs of CTE services required in an individualized education program developed pursuant to section 614(d) of IDEA and services necessary to the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education. See section 324(c).

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

ILLINOIS STATE BOARD OF EDUCATION Carl D. Perkins Career and Technical Education Act of 2006

A. EDGAR Certifications

1. The State of Illinois is providing a written and signed certification that—
 - (a) The plan is submitted by the state agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)] *[Note: The term “eligible agency” means a **state board** designated or created consistent with state law as the sole state agency responsible for the administration, or the supervision of the administration, of career and technical education in the state. See Sec. 3(12).]*
 - (b) The state agency has authority under state law to perform the functions of the state under the program. [34 CFR 76.104(a)(2)]
 - (c) The state legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
 - (d) All provisions of the plan are consistent with state law. [34 CFR 76.104(a)(4)]
 - (e) A state officer, specified by title in the certification, has authority under state law to receive, hold, and disburse federal funds made available under the plan. [34 CFR 76.104(a)(5)] *[Note: If a state wishes for the Department to continue sending the grant award documents directly to the state director, this individual’s title needs to be listed on this portion of the assurance.]*
 - (f) The state officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]
 - (g) The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]
 - (h) The plan is the basis for state operation and administration of the program. [34 CFR 76.104(a)(8)]

B. Other Assurances

1. The State of Illinois has submitted a copy of the state plan to the state office responsible for the Intergovernmental Review Process if your state implements that review process under Executive Order 12372. [See 34 CFR Part 79]
2. The State of Illinois has provided a complete and signed ED Form 80-0013 for certifications regarding lobbying – copy attached; [See 34 CFR Part 82.]

3. The State of Illinois has provided a complete and signed Assurance for Non-Construction Programs Form – copy attached.
4. The State of Illinois will provide this signed assurance that we will comply with the requirements of the Act and the provisions of the state plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other federal or state programs. [Sec. 122(c)(11)]
5. The State of Illinois will provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]
6. The State of Illinois will provide this signed assurance that we will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area, or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]
7. The State of Illinois will provide this signed assurance that we will provide, from nonfederal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from nonfederal sources for such costs for the preceding fiscal year. [Sec. 323(a)]
8. The State of Illinois will provide this signed assurance that we and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]
9. The State of Illinois will provide this signed assurance that, except as prohibited by state or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]
10. The State of Illinois will provide this signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served

by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

C. Procedural Suggestions and Planning Reminders

1. The State of Illinois will incorporate the EDGAR regulations implementing the Drug-Free Workplace Act of 1988 (41 U.S.C. 701 et seq., as amended) are provided in 34 CFR Part 84, "Government-wide Requirements for Drug-Free Workplace (Financial Assistance)." Changes in this Governmentwide requirement (adopted in the November 26, 2003, Federal Register Notice) now implement this as a condition of the award. See 34 CFR 84.400.
2. The State of Illinois will incorporate EDGAR regulations implementing Executive Orders 12549 and 12689 and Section 2455 of the Federal Acquisition Regulation are provided in 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)." Changes in this Governmentwide requirement (adopted in the November 26, 2003, Federal Register Notice) now implement this as a condition of the award. See 34 CFR 85.440. Illinois is also responsible for including a condition in any subgrant and contract that meets the definition for a covered transaction a condition that the lower tier participant must comply with the regulations in part 85. See 34 CFR 85.330.
3. The State of Illinois will incorporate under EDGAR regulations at 34CFR 85.320, that Illinois is responsible for determining whether any of the principals of the covered transactions (i.e., subgrants or contracts) is excluded or disqualified from participating in the transaction. See 34 CFR 85.320. Illinois may decide the method and frequency by which the state does so. Illinois may, but are not required to, check the Excluded Parties List System at the following site: <http://www.epls.gov/>.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE State Superintendent of Education	
APPLICANT ORGANIZATION Illinois State Board of Education		DATE SUBMITTED May 4, 2007

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT Illinois State Board of Education	PR/AWARD NUMBER AND / OR PROJECT NAME Carl D. Perkins Career and Technical Education Act of 2006 FY 2007-2008 One-Year Transition Plan
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Christopher A. Koch, State Superintendent of Education	
SIGNATURE	DATE May 4, 2007

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE State Superintendent of Education	
APPLICANT ORGANIZATION Illinois State Board of Education		DATE SUBMITTED May 4, 2007

**Certification Regarding Debarment, Suspension, Ineligibility and
Voluntary Exclusion -- Lower Tier Covered Transactions**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
Illinois State Board of Education	Carl D. Perkins Career and Technical Education Act of 2006 FY 2007-2008 One-Year Transition Plan
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Christopher A. Koch, State Superintendent of Education	
SIGNATURE	DATE
	May 4, 2007

PART B: BUDGET FORMS

INSTRUCTIONS

On the attached budget tables, you must identify:

I. Title I: Career and Technical Education Assistance to States

Line I.A	The amount of Title I funds available under section 112(a).
Line I.B	The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a) and (b).
Line I.C	The total amount of combined Title I and Title II funds.
Line I.D	The percent and amount, if any, slated for eligible recipients under section 112(a)(1).
Line I.D.1	The amount, if any, to be reserved under section 112(c).
Line I.D.1.a	The percent and amount reserved for secondary recipients.
Line I.D.1.b	The percent and amount reserved for postsecondary recipients.
Line I.D.2	The amount to be made available for eligible recipients for under section 112(a)(1) by the allocation formulas addressed in sections 131 and 132.
Line I.D.2.a	The percent and amount slated for secondary recipients.
Line I.D.2.b	The percent and amount slated for postsecondary recipients.
Line I.E.	The percent and amount to be made available for State leadership under section 112(a)(2).
Line I.E.1	The amount to be made available for services to prepare individuals for non-traditional fields under section 112(a)(2)(B).
Line I.E.2	The amount to be made available to serve individuals in State institutions, as described in section 112(a)(2)(A).
Line I.F	The percent and amount to be expended for State administration under section 112(a)(3).
Line I.G	The amount to be expended for matching of Federal expenditures for State administration under sections 112(b) and 323.

II. Title II: Tech Prep Programs

- Line II.A The amount of funds available under section 201(a).
- Line II.B The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a).
- Line II.C The total amount of funds to be used for Title II tech-prep programs.
- Line II.D The amount of funds to be made available for tech-prep consortia under section 203.
- Line II.D.1 The percent of funds to be made available for tech-prep consortia under section 203.
- Line II.D.2 The number of tech-prep consortia to be funded.
- Line II.E The amount to be expended for State administration under Title II.
- Line II.E.1 The percent of funds to be expended for State administration under Title II.

PERKINS IV BUDGET TABLE – PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	<u>\$45,113,401</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ _____ 0
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	<u>\$45,113,401</u>
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x ____%</i>)	<u>\$38,346,391</u>
1. Reserve (<i>not more than 10% of Line D</i>)	\$ _____ 0
a. Secondary Programs (____% of <i>Line D</i>)	\$ _____ 0
b. Postsecondary Programs (____% of <i>Line D</i>)	\$ _____ 0
2. Available for formula allocations (<i>Line D minus Line D.1</i>)	<u>\$38,346,391</u>
a. Secondary Programs (<u>60</u> % of <i>Line D.2</i>)	<u>\$23,007,835</u>
b. Postsecondary Programs (<u>40</u> % of <i>Line D.2</i>)	<u>\$15,338,556</u>
E. State Leadership (not more than 10%) (<i>Line C x <u>10</u> %</i>)	\$ <u>4,511,340</u>
a. Nontraditional Training and Employment (\$ <u>150,000</u>)	
b. Corrections or Institutions (\$ <u>451,134</u>)	
F. State Administration (not more than 5%) (<i>Line C x <u>5</u>%</i>)	<u>\$2,255,670</u>
G. State Match (<i>from non-federal funds</i>) ¹	<u>\$2,255,670</u>

¹ The eligible agency must provide non-federal funds for state administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE – PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

II. TITLE II: TECH PREP PROGRAMS

- A. Total Title II Allocation to the State \$4,052,360
- B. Amount of Title II Tech Prep Funds to Be Consolidated
with Title I Funds \$ 0
- C. Amount of Title II Funds to Be Made Available
For Tech-Prep (*Line A less Line B*) \$4,052,360
- D. Tech-Prep Funds Earmarked for Consortia \$3,927,360
1. Percent for Consortia
 (*Line D divided by Line C*) [97 %]
2. Number of Consortia 40
3. Method of Distribution (*check one*):
- a. X Formula
- b. Competitive
- E. Tech-Prep Administration \$125,000
1. Percent for Administration
 (*Line E divided by Line C*) [3 %]

PART C: ACCOUNTABILITY FORMS

INSTRUCTIONS

I. Definitions of Student Populations

On page 43, you must provide the career and technical education (CTE) student definitions that you will use for the secondary and postsecondary/adult core indicators of performance, e.g., “CTE participants” and “CTE concentrators.” These are the students on which you will report data annually to the Secretary under section 113(c)(1)-(2) of the Act.

II. Identification of Measurement Definitions/Approaches

In Columns 2 and 3 of the Final Agreed Upon Performance Levels (FAUPL) forms on pages 44-48, you must provide your valid and reliable measurement definitions and approaches, respectively, for each of the core indicators of performance required under section 113(b) of the Act. Each definition must contain a description of the numerator (the number of individuals achieving an outcome) and a denominator (the number of individuals seeking to achieve an outcome). As discussed above in Part A, Section IV, A.3, based on our non-regulatory guidance, we have pre-populated the FAUPL form with the measurement definitions and approaches for the core indicators to measure student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics under the ESEA (1S1 and 1S2, respectively) and student graduation rates under the ESEA (4S1). A State may choose to propose other student definitions and measurement approaches, but it would have to describe in its new State plan how it’s proposed definitions and measures would be valid and reliable.

III. Baseline Data

In Column 4 of the FAUPL forms, you must provide baseline data, using data for the most recently completed program year (July 1, 2005 – June 30, 2006), on the performance of career and technical education students on each of the core indicators of performance, except that, for the indicators for which your State must use your State’s standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data. The Department will use your baseline data as a starting point for reaching agreement with you on the core indicators of performance for the first two program years under section 113(b)(3)(iii) of the Act, except that States that submit a one-year transition plan need to provide baseline data only for the core indicators of performance as provided below:

Indicators		One-Year Transition Plan	Six-Year Plan
Secondary Level – 8 Indicators			
1S1	Academic Attainment – Reading/Language Arts	X	X
1S2	Academic Attainment – Mathematics	X	X
2S1	Technical Skill Attainment	Not required	X
3S1	Secondary School Completion	Not required	X
4S1	Student Graduation Rates	X	X
5S1	Secondary Placement	Not required	X
6S1	Nontraditional Participation	Not required	X
6S2	Nontraditional Completion	Not required	X
Postsecondary/Adult Level – 6 Indicators			
1P1	Technical Skill Attainment	Not required	X
2P1	Credential, Certificate, or Diploma	Not required	X
3P1	Student Retention or Transfer	Not required	X
4P1	Student Placement	Not required	X
5P1	Nontraditional Participation	Not required	X
5P2	Nontraditional Completion	Not required	X

IV. Performance Levels

In Columns 5 and 6 of the FAUPL forms, you must provide proposed levels of performance for each of the core indicators of performance for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) as required under section 113(b)(3)(ii) of the Perkins Act, except that, for the indicators for which the State must use its State's standards, assessments, and graduation rates adopted under Title I of the ESEA, a State that chooses to use its AMOs or targets under the ESEA will only have to confirm this information with its OVAE Regional Accountability Specialist. At a State's request, the Regional Accountability Specialist will pre-populate the forms in Part C with the State's AMOs or targets for the 2007-08 and 2008-09 program years before sending the forms to you to finish completing. States that submit a one-year transition plan need to provide performance levels only for the core indicators of performance listed in the chart above.

V. State Confirmation of Final Agreed Upon Performance Levels

After you reach agreement with the Department on your State's final agreed upon adjusted performance levels for the first two program years, you will be asked to confirm these levels via e-mail submission of your State's FAUPL form. Your State's final agreed upon performance levels for the first two program years for the ESEA indicators will be incorporated into your State plan and your July 1, 2007 Perkins grant award. Your State's final agreed upon performance levels for the first two program years for all other for all other indicators will be incorporated into your State plan and your July 1, 2008 Perkins grant award.

I. Student Definitions

A. Secondary Level

CTE Participant: A secondary student who has earned one or more credits in any CTE program area.

CTE Concentrator: A secondary student who has earned three or more credits in a single CTE program area (e.g., health care or business services), or two credits in a single CTE program area, but only in those program areas where two credit sequences at the secondary level are recognized by the state and/or its local eligible recipients.

B. Postsecondary/Adult Level

CTE Participant: A postsecondary/adult student who has earned one or more credits in any CTE program area.

CTE Concentrator: A postsecondary/adult student who: 1) completes at least 12 academic or CTE credits within a single program area sequence that is composed of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or 2) completes a short-term CTE program sequence of fewer than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. Secondary Level

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator and Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school reading/language arts assessment administered by the state under Section 1111(b)(3) of the ESEA as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of adequate yearly progress and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the state's computation of adequate yearly progress and who, in the reporting year, left secondary education.</p>	Administrative Records	B: 42.29%	L: 42.79% A:	L: 43.29% A:
1S2 Academic Attainment – Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under Section 1111(b)(3) of the ESEA as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of adequate yearly progress and who, in the reporting year, left</p>	Administrative Records	B: 37.12%	L: 37.62% A:	L: 38.12% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator and Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
	<p>secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the state's computation of adequate yearly progress and who, in the reporting year, have left secondary education.</p>				
<p>2S1</p> <p>Technical Skill Attainment</p> <p>113(b)(2)(A)(ii)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took the assessment during the reporting year.</p>	Administrative Records	B:	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
<p>3S1</p> <p>Secondary School Completion</p> <p>113(b)(2)(A)(iii)(I-III)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who earned a regular secondary school diploma, earned a General Education Development credential as a state-recognized equivalent to a regular high school diploma (if offered by the state) or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the state)during the</p>	Administrative Records	B:	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator and Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
	reporting year. Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.				
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. Denominator: Number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate as defined in the state's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.	Administrative Records	B: 69.00%	L: 70.00% A:	L: 71.00% A:
5S1 Secondary Placement 113(b)(2)(A)(v)	Numerator: Number of <u>CTE concentrators</u> who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007, would be accessed between October 1, 2007, and December 31, 2007). Denominator: Number of <u>CTE</u>	Administrative Records	B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator and Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
	<u>concentrators</u> who left secondary education during the reporting year.				
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	Administrative Records	B:	L: A:	L: A:
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	Administrative Records	B:	L: A:	L: A:

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. PostSecondary/Adult Level

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator and Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.</p>	Administrative Records	B:	L: A:	L: A:
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	<p>Numerator: Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> in the postsecondary education tracking cohort for the reporting year.</p>	Administrative Records	B:	L: A:	L: A:
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	<p>Numerator: Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p>	Administrative Records	B:	L: A:	L: A:

[illegible]

APPENDIX A

Criteria for Approving CTE programs in Illinois

Program Approval

Approval of career and technical education programs for funding is based on ISBE policy and rules and regulations. Programs are approved as a part of the Regional Plans. Regardless of which instructional program is being developed to obtain program approval for funding, careful consideration must be given to the following program approval elements:

- 1) approved programs contain a sequence of courses at the orientation and preparation levels. Beginning in FY1991, the Illinois Plan or its concepts had to be included for program approval and funding in the industrial technology area.
- 2) besides technical skills based on Occupational Skill Standards, approved program content reflects the integration of related Learning Standards and workplace skills.
- 3) each member district offering courses approved in the regional plan provides assurance that the course content matches that which is approved in the regional plan. (Districts must provide the following resources to support course delivery: qualified staff, appropriate facilities, adequate equipment, instructional materials, work-site learning experiences, student support services, and contracts (if required) for extended campus partnerships.)
- 4) postsecondary articulation agreements must be established when all tasks for any occupation cannot be taught through secondary course offerings.
- 5) programs which require approval from other appropriate state agencies to meet occupational certification or licensing must acquire that approval.

All new and revised instruction program information must be submitted at least 60 days prior to the start of the semester for which approval is sought. This will allow sufficient time to complete the review and approval process prior to the start of instruction.

The following provisions apply to all career and technical education program sequences:

1. State Board occupational staff has been consulted prior to development and submission of new programs or courses.
2. System approved programs must be developed based upon labor market information, occupational skill standards, locally verified task lists, and/or national standards where available.
3. Postsecondary articulation is established where tasks cannot be taught through secondary course offerings.
4. Compliance with laws for those occupations in which employment or preparation is regulated by law or licensure (Certified Nurse Assistant, Cosmetologist, etc.).
5. System approved programs must contain courses at the orientation (minimum of 1 credit) and preparation level (minimum of 2 credits).
6. Any site offering preparation-level courses in an occupational program must provide an appropriate orientation course for the program.

7. In addition to technical skills, approved program content will reflect the integration of academic and workplace skills.
8. A minimum of two Carnegie Units of Credit must be available at the preparation level (11th and 12th grade). Only one credit of cooperative vocational education may be used to meet this minimum requirement.
9. Programs consisting of two or more occupations are referred to as cluster programs. These clusters may be provided to students in one of two ways.
 - a. All students receive the same content in the 11th and 12th grade.
 - b. A common core of content is provided to all students at the 11th grade with specialization in specific occupations occurring at the 12th grade level. The 12th grade specialization may occur at the same delivery site, or it may occur at separate delivery sites within the region.
10. When an individual occupation is taught at the 11th and 12th grade level, it is considered to be a stand-alone program and will be approved as such.
11. A site may be approved for a program based on the identification of sites to which students travel to obtain all or part of the preparation-level instruction.
12. Each site approved through the Regional Plan assures that their course content matches that which is approved in the Plan.
13. Each member district offering courses as approved in the Regional Plan assures that the following resources are available to support the course offerings:
 - a. Appropriately qualified and certified staff (further information provided in Appendix);
 - b. Appropriate facilities;
 - c. Adequate equipment and instructional materials; and
 - d. Student services as adopted by the Regional Board of Control.
14. Cooperative vocational education offerings will be approved, provided the following provisions are met:
 - a. A minimum of 200 minutes of classroom- related instruction per week is provided.
 - b. On-the-job supervision by a qualified instructor is equivalent to ½ hour or more per week per student; and
 - c. Written training plans and agreements have been developed for each student.

APPENDIX B

Review and Approval of Career & Technical Education Curriculum

All new career & technical education curricula must be approved by the Illinois Community College Board. Associate in Applied Science (A.A.S.) degree programs may require approval by the Illinois Board of Higher Education as well. The review process used for new unit requests varies according to the type of curriculum proposed and the category of approval requested. Following are (A) descriptions of the review process utilized for each type of occupational curriculum, and (B) the categories of approval that may be requested.

A. Application Review Process

1. **Associate in Applied Science Degree:** An application for a new A.A.S. degree is reviewed by a team of ICCB and IBHE staff. The college may be asked to provide the review team with additional information. The review team develops a consensus recommendation that is presented to the ICCB for action and to the IBHE if permanent approval is requested.
2. **Certificates of Seven or More Semester Credit Hours:** An application for a certificate of seven or more semester credit hours is reviewed by staff from ICCB. The college may be requested to provide additional information. Staff will develop a recommendation to be presented to the ICCB for action. If the proposed certificate is less than 30 semester credit hours, the President/CEO of ICCB may approve the certificate on behalf of the Board.
3. **Certificates of Less Than Seven Semester Credit Hours:** Implementation of a certificate of less than seven semester credit hours may be done through the Reasonable and Moderate Extension process (Form 21S), provided the college has one or more approved curricula in the same two-digit CIP classification (i.e., 51.xxxx).

B. Career & Technical Education Curriculum Approval Categories

There are two categories of career & technical education curriculum approval. **The categories of approval utilize different application forms and criteria.** Therefore, it is important for the college to determine the type of approval to be requested and use the appropriate form and application instructions. Career & technical education curriculum approval may be requested as follows:

1. **Permanent Approval** may be requested for **any certificate or Associate in Applied Science degree program** by submitting a **Form 20, Parts A and B**. Form 20, Parts A and B and instructions for completing and submitting each part of the application can be found on pages 18-25 of this manual.
2. **Temporary Approval** may be requested for **any certificate and for Associate in Applied Science degree programs that (1) address emerging occupations, or (2) meet immediate and temporary needs in the community by submitting a Form**

20T. At the end of the temporary approval period, the program must receive permanent approval in order for the college to continue to offer the program.

The Guidelines for Application for Temporary Approval, Form 20T, and instructions for completing and submitting the application can be found on pages 26-28 of this manual.

Application Time Table

To provide maximum flexibility to colleges in program development and implementation, applications for career & technical education curriculum approval may be submitted for consideration at any time and may be recommended for action at any ICCB meeting during the year. Associate of Applied Science degree programs for which permanent approval is requested require ICCB and IBHE approval. All certificate programs and Associate in Applied Science degree programs for which temporary approval is requested require ICCB approval only. All applications for new career & technical education curricula are reviewed by an internal team of ICCB program staff, and applications for A.A.S. degrees are shared with IBHE staff as well.

For applications that are complete and require little or no revisions or clarifications, the time required for ICCB staff to review the proposal, seek comment from staff at IBHE, and make a recommendation for Board action should range from six weeks for requests for temporary approval to eight weeks for requests for permanent approval. Recommendations are not final until the ICCB or its designee (and IBHE, if applicable) have acted upon them.

While staff will make every effort to process applications according to these time estimates, colleges need to keep in mind that if additional information and/or discussion is needed during the review, the proposed program may not be recommended to the Board for action within this time frame. It is advisable to submit applications as far in advance of the proposed implementation date as feasible.

For Associate in Applied Science degree programs that require approval by both ICCB and IBHE, recommendations will be taken to whichever Board meets first after approval is recommended by staff.

Appeal Process

If ICCB staff do not recommend approval of a new career & technical education curriculum, the college may appeal the decision by notifying the ICCB President/CEO or the Executive Vice President in writing. For permanent approval, Associate of Applied Science Degree programs also require IBHE approval. If IBHE staff do not recommend approval, the college may appeal the decision by notifying the IBHE Executive Director in writing, with a copy to the ICCB.

APPENDIX C (1 of 2)



Illinois State Board of Education

Secondary Career and Technical Education

Regional Plan



**Fiscal Year
2008**

March 2007

FISCAL YEAR 2008 REGIONAL PLAN

INTRODUCTION

Special Note: Regional system reporting requirements may be altered as a result of the State's negotiations for the Perkins IV transition planning. Those changes will be communicated as soon as they are identified.

State and national initiatives provide a common direction for the development of the Secondary Career and Technical Education Perkins IV and Illinois Career and Technical Education Improvement grants. This common direction comes primarily from:

- 1) adoption of Illinois Learning Standards in 1997;
- 2) passage of Illinois' Occupational Skill Standards Act in 1992
- 3) adoption of the Illinois State Board of Education (ISBE) Leadership Reform Agenda 1997-2000 (revised in January 1999); and
- 4) passage of the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

All these initiatives are standards-led and outcome-focused. Their compatibility encourages comprehensive, system-wide planning toward a unified purpose--development of a performance-based system that will more fully develop the academic as well as the career and technical skills of students who elect to enroll in career and technical education (CTE) programs.

As a result of the shared focus of state and federal initiatives, the grants will:

- ◆ expand local/regional flexibility for planning, delivery and support of career and technical education programs;
- ◆ increase local/regional responsibility for program quality;
- ◆ enhance accountability for use of state and federal funds; and
- ◆ improve continuity with other ISBE activities and initiatives.

The grants must be developed according to the directions in these Guidelines. They shall be comprised of the required Planning and Reporting Form and budgetary information. They will be submitted to ISBE according to the schedule outlined and described in this regional plan.

Perkins funds are distributed to all unit and high school districts through the Education for Employment Regional Delivery Systems. While this legislation directs a greater portion of total funds to local districts, it also requires that each district provide valid and reliable information about student participation in career and technical education. This information will be related to the performance indicators identified by Congress. The level of funding that Illinois and individual districts will receive in the future depends on our ability to meet Illinois' performance targets. As a result, **each district must submit through the regional system its performance information completely and correctly to ISBE to remain eligible to receive Perkins IV.**

SUBMISSION DATES

Submission dates for each section are provided on the subsequent pages. **These due dates must be met to ensure timely approval of the programs and budgets.** Grant applications received after the due date cannot be guaranteed approval by July 1. **Expenditures may not begin until approval is received.** Other identified required components must be kept updated and on file locally.

APRIL 30, 2007

Section 3 - Grant Applications

- 3.1 Planning and Reporting Form for FY2008 Perkins IV & Career and Technical Education Improvement Grants – Planning for FY2008
- 3.2 Career & Technical Education Improvement Grant
- 3.3 Carl D. Perkins Career and Technical Education Improvement Act 2006

Section 4 - Career and Technical Education Instructional Programs

- 4.1 Updated Secondary Career and Technical Instructional Programs
- 4.2 Updated Adult Career and Technical Instructional Programs
- 4.3 Updated Specialized Secondary Career and Technical Instructional Programs
- 4.4 Five Year Rotation Schedule for CTE Program Review and Revision

Section 5 - Assurances and Certification

- 5.1 Certification and Assurances, and Standard Terms of the Grant
- 5.2 Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions
- 5.3 Certification Regarding Lobbying
- 5.4 Submission Form/Grant Agreement for CTEI and Perkins IV Grants
- 5.5 Regional Education for Employment Plan Assurance

JUNE 29, 2007

- 3.4 Agricultural Education Incentive Funding Grant Applications Online Completion
(Refer to the grant packet for full instructions and timelines.)

SEPTEMBER 28, 2007

Section 1 - General System and Personnel Information

- 1.2 System Personnel Information
- 1.3 Participating District Information

Section 2 - Secondary Career and Technical Education System Planning and Accountability

- 2.1 Secondary Career and Technical Education Strategies for Improving Performance Forms
- 2.2 FY2007 Consolidated Annual Report

Section 3 - Grant Applications

3.5 Agricultural Education Incentive Funding Grant Budgets are due to FCAE field Advisor by September 14, 2007 for their submission to ISBE by September 28, 2007.

Note: CTE Improvement Planning and Reporting Form – Outcome Reporting for FY2007

SECTION 1

GENERAL INFORMATION

DUE: SEPTEMBER 28, 2007

All Section 1 information should be updated as appropriate.

Submission Required Preprinted lists of system personnel and participating district addresses will be provided by the Illinois State Board of Education (ISBE). These lists should be reviewed, information verified and returned to ISBE by September 28, 2007. (Sections 1.2 and 1.3).

Update and Maintain Locally Current cooperative/intergovernmental agreements, AVC joint agreements and instructional personnel must be maintained in the system office. The pre-printed lists of instructional personnel are to be maintained at the System office. Any miscoding should be clarified with the school for correction in the next year's Teacher Service Record file submission. Submission to ISBE is not necessary.

SECTION 2

SECONDARY EDUCATION FOR EMPLOYMENT SYSTEM PLANNING AND ACCOUNTABILITY

DUE: September 28, 2007

Submission Required Reporting requirements for improving student performance on the core indicators may be adjusted for FY2008 as a result of the State's negotiations for Perkins IV transition planning. Systems that "met" or "exceeded" their Annual Adjusted Level of Performance (AALP) will have minimal reporting requirements. Systems that "did not meet" their AALP will be required to report their improvement strategies. Those systems will need to show a direct link between Perkins expenditures and the core indicators where student performance "did not meet" the AALP. Directions for reporting requirements will be disseminated in time to complete and return responses to ISBE by the September 28, 2007 deadline. *Since data are no longer available for 1S2 - Occupational Skill Attainment, briefly describe, on a separate page, FY2008 system activities that will support student improvement in workplace skills.*

Submission Required FY2007 Consolidated Annual Report, located in Appendix C, will document successful implementation of Perkins grant supported improvement strategies by the system. It is to be submitted in September for activities completed in the previous fiscal year.

SECTION 3

GRANT APPLICATIONS

The FY2008 Grant Proposals will be submitted. All plan assurances will be applicable to these grants.

DUE: APRIL 30, 2007

Submission Required for Funding FY2008 Planning and Reporting Form for Perkins IV and Career & Technical Education Improvement Grants (Appendix A)
Career & Technical Education Improvement Grant
Carl D. Perkins Career and Technical Education Improvement Act 2006 Grant

DUE: JUNE 29, 2007

Submission Required for Funding Agricultural Education Incentive Funding Grant Applications online submission (Refer to the grant packet for full instructions and timelines.)

DUE: NO LATER THAN SEPTEMBER 28, 2007

Submission Required for Funding Agricultural Education Incentive Funding Grant Budgets are due to FCAE Field Advisor by September 14, 2007 and from Field Advisor to ISBE no later than September 28, 2007. The budget summary and payment schedule will be generated at ISBE. **Note:** Education for Employment Regional Delivery Systems will be notified of allocations no later than August 15, 2007.

CTE Improvement Grant Planning and Reporting Form Outcomes—Reporting for FY2007

SECTION 4

CAREER AND TECHNICAL EDUCATION INSTRUCTIONAL PROGRAMS

DUE: APRIL 30, 2007

Submission Required This section of the Regional Plan communicates program and course offerings and their delivery. Program changes (Sections 4.1, 4.2, 4.3) must be submitted annually to ISBE (forms are located in Appendix D). **The accuracy of this portion of the plan is critical.** The instructional offerings described in this section are the basis for approval and funding of career and technical education programs; they form the instructional and financial foundation for other grants and initiatives. **Please submit a five year rotation plan for the review and revision of all CTE instructional programs. Under each fiscal year, include the CIP code, number of teacher meetings held, and results. See Appendix E for sample format. This report shall update and expand upon the one submitted for FY2007.** Changes will be incorporated in the Regional Data file sent from ISBE. Discrepancies must be reconciled within thirty days of the receipt of the approval. All changes must be submitted before the start of instruction.

**Update and
Maintain
Locally**

Copies of all program-specific contracts and articulation agreements must be kept on file in the system office.

SECTION 5

ASSURANCES, CERTIFICATIONS, & AGREEMENTS

DUE: APRIL 30, 2007

**Submission
Required**

New assurances, certifications and agreements with original signatures must be submitted for Fiscal Year 2008. These forms are located in Appendix F.
Note: Systems applying for the FY2008 Incentive Funding Grant for Agricultural Education must complete the Submission Form/Grant Agreement for the Incentive Funding Grant for Agricultural Education which is located in those guidelines and must be submitted under this section.

REGIONAL PLAN SHOULD BE MAILED TO:

**Career Development Division
Illinois State Board of Education
100 North First Street (E-240)
Springfield, IL 62777-0001**

APPENDICES

Appendix A: Planning and Reporting for FY2008 Perkins IV and Career & Technical Education Improvement Grants

- ♦ Planning and Reporting Form
- ♦ Quality Components of CTE Systems

Appendix B: Strategies for Improving Performance

Appendix C: FY2007 Consolidated Annual Report Form

Appendix D: Program/Course Change Forms

- ♦ Part I – Changes to Existing Schools, Courses, etc.
- ♦ Part II – Changes to Existing Course Data Elements
- ♦ Request for New Regional Courses

Appendix E: Five Year Rotation Schedule for CTE Program Review and Revision

Appendix F: Assurances, Certifications, and Agreements

- ♦ Certification and Assurances, and Standard Terms of the Grant
- ♦ Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion—Lower Tier Covered Transactions
- ♦ Certification Regarding Lobbying
- ♦ Submission Form/Grant Agreement for CTEI and Perkins IV Grants
- ♦ Regional Education for Employment Plan Assurance

ILLINOIS STATE BOARD OF EDUCATION
 Career Development and Preparation, E-240
 100 North First Street
 Springfield, Illinois 62777-0001

PLANNING AND REPORTING FORM
 FOR
 FY2008 PERKINS IV & CAREER AND TECHNICAL EDUCATION IMPROVEMENT GRANTS

SYSTEM NAME	EFE #	GRADE LEVEL (Check grade levels addressed by activities on this page)
		<input type="checkbox"/> Elementary <input type="checkbox"/> Middle School/Jr. High <input type="checkbox"/> High School

QUALITY COMPONENTS OF A CTE SYSTEM

- | | | |
|------------------------------------|---|---------------------|
| 1. Education Community Involvement | 4. Adjusted Level of Performance | 7. Program of Study |
| 2. Career Development | 5. Professional Development | |
| 3. Student Support Services | 6. Integration of Academic & CTE Components | |

PLANNING FORM DUE APRIL 30, 2007

Complete this form as a part of the FY2008 Perkins IV and Career & Technical Education Improvement (CTEI) grant applications. EFE Systems may submit a separate Planning and Reporting Form for Perkins IV and Career and Technical Education Improvement Grants or submit a single Planning and Reporting Form that combines both grants. Use this form to record the activities planned by the System for FY2008 which will address improvement of each of the seven Quality Components of a CTE System. All Quality Components identified above must be addressed. On the form below, include the following information.

- Column 1** Enter the number(s) of the Quality Components that are being addressed by each activity listed in column 2.
- Column 2** List FY2008 system Activities to be conducted for improvement of career and technical education.
- Column 3** Describe the Expected Outcomes for each of the activities in column 2.
- Column 4** Anticipated Budget/Fund Sources that the system expects to use to support the activities, such as Perkins IV grant, CTEI grant, and/or local funds. Note: Funds spent at the K-8 level must be from the elementary portion of the CTEI grant.

Submit completed form to ISBE in Section 3 of the FY2008 Regional Plan.

FY2008 PLANNING AND REPORTING OUTCOMES DUE ON SEPTEMBER 30, 2008 WITH FALL REGIONAL PLAN

- Column 5** At the end of the fiscal year, complete the Outcomes column of the Planning and Reporting form. Include as much quantifiable information as possible related to number and type of individuals involved in the activity, specific products developed, and any measurable outcomes. **Return to ISBE as a part of the fall Regional Plan FY2009.**

COMPONENT(S) # (Column 1)	ACTIVITY (Column 2)	EXPECTED OUTCOMES (Column 3)	ANTICIPATED BUDGET/ FUND SOURCES (Column 4)	OUTCOMES (Column 5)

SYSTEM NAME		EFE #	GRADE LEVEL (Check grade levels addressed by activities on this page)		
			<input type="checkbox"/> Elementary <input type="checkbox"/> Middle School/Jr. High <input type="checkbox"/> High School		
COMPONENT(S) # (Column 1)	ACTIVITY (Column 2)	EXPECTED OUTCOMES (Column 3)		ANTICIPATED BUDGET/ FUND SOURCES (Column 4)	OUTCOMES (Column 5)

QUALITY COMPONENTS OF CTE SYSTEMS

Listed below are seven Quality Components for CTE Systems. Listed under each component are characteristics that help define the component. This is not an all inclusive list. The intent is to provide guidance to the system in identifying and planning for appropriate activities that may be supported through the Perkins IV and Career & Technical Education Improvement (CTEI) grants.

1. Education Community Involvement

- a) Involving parents, business, labor, community and education leaders to review program scope and quality, technology capacity, information dissemination activities, evaluation methods, and system effectiveness in order to recommend strategies for improvement.
- b) Involving businesses in supporting the delivery of instruction, such as mentoring or internships.
- c) Collaborating with member districts in developing and implementing their School Improvement Plans.
- d) Collaborating with adult training centers, including Community Based Organizations, to coordinate services.
- e) Coordinating with alternative high school programs to serve potential participants.
- f) Coordinating with the school district to ensure that all CTE personnel are appropriately certified and qualified for the positions they hold.

2. Career Development

- a) Providing comprehensive career guidance and academic counseling to CTE students, including linkages to future education and training opportunities.
- b) Providing coordinated K-8 activities that support individual achievement of the Illinois Learning Standards *and* the career development competencies.
- c) Implementing a process for all 8-12 students to develop, and annually revise, a career plan.
- d) Conducting activities that facilitate student transition from middle school/junior high to high school.
- e) Coordinating comprehensive career guidance services, including current career information, for all students.
- f) Developing transition services that provide the knowledge and skills to enable students to transition from high school to postsecondary education and employment.

3. Student Support Services

- a) Developing strategies and activities to prepare and inform CTE students, including special populations, academically and technically for opportunities in postsecondary education including nontraditional occupations and programs.

- b) Providing support services to members of special populations groups to improve successful participation in and completion of CTE programs.
- c) Raising awareness of teachers and counselors to barriers in program recruitment, retention and completion.
- d) Sharing strategies to overcome barriers.

4. Adjusted Level of Performance

- a) Improving and evaluating the performance of CTE students through effective accountability data collection, the reporting of quality data and the evaluation of performance outcomes.
- b) Providing professional development opportunities based on data to improve performance outcomes.

5. Professional Development

- a) Providing comprehensive professional development for career and technical education teachers, faculty, administrators, and career guidance and academic counselors to stay current with all aspects of industry and provide effective programs of study.
- b) Basing professional development activities on secondary CTE performance indicators and content-area requirements.

6. Integration of Academic & CTE Components

- a) Improving the academic and technical skills of students by integrating coherent and rigorous content aligned with challenging academic standards (Illinois Learning Standards) and relevant career and technical education programs.
- b) Revising curricula and instructional methods to meet appropriate state and industry standards.

7. Program of Study

- a) Developing programs of study that align secondary education with postsecondary education that allow students to succeed in postsecondary education
- b) Participating in dual or concurrent enrollment programs and to acquire industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.
- c) Developing articulation agreements with postsecondary.
- d) Efficiently delivering programs of study based on regional labor market data.
- e) Ensuring that CTE instruction is supported with state-of-the-art facilities, equipment, technology and supplies.
- f) Including Illinois recognized Career and Technical content-area student organizations in CTE instruction.

FY2008

SECONDARY CAREER AND TECHNICAL EDUCATION STRATEGIES FOR IMPROVING PERFORMANCE

System Name: _____ **EFE #:** _____

In the space provided for each core indicator, check whether or not the system's most current actual local performance data exceeded, met, or did not meet the local Annual Adjusted Level of Performance (AALP). For each "did not meet", complete Part II of this form by listing 1) the programs by title and 2-digit CIP code that did not meet the AALP; 2) the Special Populations categories that did not meet the AALP; and 3) the major FY2008 strategies that will be used to improve student performance.

PART I

CORE INDICATOR	ANNUAL ADJUSTED LEVEL OF PERFORMANCE		
	Exceeded	Met	Did not Meet
1S1 ACADEMIC SKILL ATTAINMENT (Proxy) Percentage of CTE concentrators attaining a high school diploma.			
2S1 HIGH SCHOOL COMPLETION Percentage of CTE concentrators attaining a high school diploma.			
3S1 PLACEMENT IN EMPLOYMENT AND/OR CONTINUING POSTSECONDARY EDUCATION Percentage of CTE completers (as determined in 2S1) with valid social security numbers who were employed in the 2 nd quarter after their graduation and/or who were enrolled in postsecondary education during the school year following their high school graduation.			
4S1 ENROLLMENT IN PROGRAMS LEADING TO NONTRADITIONAL OCCUPATIONS Percentage of students enrolled in CTE programs leading to occupations that are nontraditional for their gender.			
4S2 COMPLETION OF PROGRAMS LEADING TO NONTRADITIONAL OCCUPATIONS Percentage of students who completed CTE programs leading to occupations that are nontraditional for their gender.			

CORE INDICATOR			
<input type="checkbox"/>	1S1	<input type="checkbox"/>	3S1
<input type="checkbox"/>	1S2	<input type="checkbox"/>	4S1
<input type="checkbox"/>	2S1	<input type="checkbox"/>	4S2

PART II (duplicate as necessary)

Submit a separate Part II for each Core Indicator that 'DID NOT MEET' local annual adjusted level of performance.

PROGRAMS

List by CIP Code and title the programs not performing at or above the local AALP (review performance data by at least two-digit CIP Code, i.e., 52.0000).

CIP CODE	PROGRAM

SPECIAL POPULATIONS

Check the special populations categories not performing at or above the local AALP (review performance data by individual special population). Currently only local data is available to determine if single parents and displaced homemakers are meeting the local AALP. This local data should be used to assist in identifying activities to assist these special populations groups in meeting the AALP.

- | | |
|---|---|
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Single Parents |
| <input type="checkbox"/> Limited English Proficient | <input type="checkbox"/> Displaced Homemakers |
| <input type="checkbox"/> Academically Disadvantaged | <input type="checkbox"/> Nontraditional |
| <input type="checkbox"/> Economically Disadvantaged | |

STRATEGIES

Indicate below all major strategies to be used during FY2008 to increase student attainment of academic skills. Special emphasis should be placed on those programs and/or special populations groups not performing at or above the local AALP. Include the period of time when the strategy will be carried out, the person(s) responsible for completing the strategy and the amount of funding supporting the strategy.

FY2008 STRATEGIES	TIMELINE	RESPONSIBLE PARTY(IES)	PERKINS FUNDING

FY2007 Consolidated Annual Report
Due September 28, 2007

FY2007

State's Improvement Strategies

Integration of academics in Career & Technical Education
Contextual Learning
Worksite mentors trained in integration
All aspects of the industry

System Name: _____

Person Responding: _____

Describe the implementation and success of one or more of the State's improvement strategies.

1. What was the intervention?

2. Who implemented the intervention?

3. How long did the intervention last?

4. How many sites/students/programs were "targeted" for intervention?

Describe the estimated impact of those improvement strategies.

1. What kind of improvement (skills attained/attendance/opportunities/attitude) was observed?

2. How (test scores/student work/cooperation) was it observed?

3. How many people were impacted?

4. What changes should be made if this strategy is tried again?

SECTION 4 - SECONDARY CAREER & TECHNICAL EDUCATION INSTRUCTIONAL PROGRAM Appendix D CHANGES FORM

System Name: _____ **EFE #:** _____

Identify using this form or similar format, any changes requested to Section 4 - Secondary Career & Technical Education for the 2007-08 school year.

PART I – CHANGES TO EXISTING SCHOOLS, COURSES, ETC.

CIP Code	Regional Course Title	School	Add Course Course # Site or X*		No Enrollment	Drop Course	Add CIP <input checked="" type="checkbox"/>	Drop CIP <input checked="" type="checkbox"/>
Ex. 01.0100	Ag Business & Management	Allentown High School	AG504	X			<input checked="" type="checkbox"/>	
		Pillsbury High School	AG550	Allentown				

If course is taught on-site, indicate as X. If students travel to another site for course, identify by school name. **Do not enter new courses on this form. If course is in multiple CIPs, i.e., all – indicate all. If in all industrial CIPs, indicate IND. Do not list the same course at a school more than once on this form. Indicate if course addition for school is from the no enrollments list. A class list must be submitted for reinstatement of no enrollment courses.*

FY2008

System Name: _____ **EFE #:** _____

PART II – IDENTIFY CHANGES TO EXISTING COURSE DATA ELEMENTS

[illegible]

NEW COURSE INFORMATION SHOULD NOT BE INCLUDED ON THIS FORM.

PART III - NEW REGIONAL COURSES -

Include new regional course descriptions not previously requested and identify affected CIP codes and schools. Complete the Request for New Regional Courses form identifying all required data.

PART IV – NEW PROGRAMS - New programs must include a complete program package as identified in Section 4 of the FY2000-2004 Local Plan Guidelines including the requested information for new regional courses indicated in Part III.

REQUIRED NEW REGIONAL COURSE DATA

Regional Course ID

List the course identification number assigned by the region. This can contain both alphabetic and numeric data.

Regional Course Title

Identify the course name.

Approval Level

Identify the Approval Level of the course.

- 1 - Training
- 3 - Orientation
- 5 - Adult - Non-Credit Program
- 6 - Adult - Non-Credit Course
- 7 - Adult - Apprenticeship Program
- 8 - Adult Orientation (used only for DHS and DOC)

Semesters to Complete

Identify the course length based on the number of semesters needed to earn full credit for the course.

Credits Per Semester

Identify the Credits Per Semester assigned to the course.

Variable Credit

Identify if the course is Variable Credit and the range.

Instructional Approach

Identify the appropriate Instructional Approach using one of the following codes:

- 1 - Conventional
- 2 - Cooperative Education Program
- 3 - Apprenticeship Program

Double Period

Indicate if the course is eligible for the Double Period funding factor (.3)

CIP(s)

Enter the CIP codes for all program sequences in which this course appears.

Course Offering Schools

List schools offering course - identify on-site or available at other site.

Course Description

Course content description.

Refer to ISIS Help Screen and User Manual for Additional Information

FY2008

REQUEST FOR NEW REGIONAL COURSES

System Name: _____ **EFE #:** _____

Complete the following required information for each new course requested.

Regional Course ID	Regional Course Title			
Approval Level <input type="checkbox"/> 3 Orientation <input type="checkbox"/> 1 Training <input type="checkbox"/> 5 Adult – Preparation <input type="checkbox"/> 6 Adult – Orientation <input type="checkbox"/> 7 Apprenticeship <input type="checkbox"/> 8 Only for DHS & DOC	Semesters to Complete	Credits Per Semester	Variable Credit <input type="checkbox"/> Yes <input type="checkbox"/> No	Range of Variable Credit
	Instructional Approach <input type="checkbox"/> 1 – Conventional <input type="checkbox"/> 2 – Cooperative Education Program <input type="checkbox"/> 3 – Apprenticeship Program		Double Period <input type="checkbox"/> Yes <input type="checkbox"/> No	
CIPs:				
Schools: (indicate taught on site [X] or off-site [identify by school name]) <i>Ex. Allentown = X</i> <i>Pillsbury = students travel to Allentown</i>				
Course Description				
Information from this form should NOT BE included on Part I and Part II forms.			ISBE Approval <input type="checkbox"/> Yes <input type="checkbox"/> No	

FY2008

System Name: _____ EFE #: _____

FIVE YEAR ROTATION SCHEDULE FOR CTE PROGRAM REVIEW AND REVISION

Identify below (or using similar format) all additions to the five-year rotation plan for the review and revision of all of the System's career and technical education instructional programs that were submitted in FY2007.

If the System's review cycle is completed, include the anticipated order of the next cycle. Include the appropriate information for those meetings held before FY2008.

Rotation Cycle: Fiscal Year _____ through _____ **Next Rotation Cycle:** Fiscal Year _____ through _____

	Fiscal Year	CIP Code/Program Name	Number/Type of Meetings	Results (if completed)
Example 1	2007	20.0400 Food Service and Management Services Cluster	2 – in person 2-review cycles of drafts via email	Inclusion of Sanitation Certification instruction at 11 th grade. Reconfiguration of content to match ProStart Curriculum
Example 2	2008	46.1000 Construction Occupations		

FIVE YEAR ROTATION SCHEDULE FOR CTE PROGRAM REVIEW AND REVISION

Fiscal Year	CIP Code/Program Name	Number/Type of Meetings	Results (if completed)
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Illinois State Board of Education
CERTIFICATIONS AND ASSURANCES, AND STANDARD TERMS OF THE GRANT

(Insert Applicant's Name Here)

The applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. Applicant is a(n): *(Check one)*

☐ Individual ☐ Corporation ☐ Partnership ☐ Unincorporated association ☐ Government entity

Social Security Account Number, Federal Employer Identification
Number or Region/County/District /School Code, as applicable: _____

2. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

"Applicant" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"Award recipient" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"Expenditure through dates" are from the project beginning date through September 30, December 31, March 31 and June 30 of each fiscal year and the project ending date.

"Grant" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant", "award" and "project" may be used interchangeably.

"Project" means the activities to be performed for which grant funds are being sought by the applicant.

The capitalized word "Term", means the period of time from the project beginning date through the project ending date.

PROJECT

3. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the "project". In planning the project there has been, and in establishing and carrying out the project, there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
4. Applicants may be asked to clarify certain aspects of their proposals/applications prior to final agreement on the terms of the project.
5. All funds provided shall be used solely for the purposes stated in the approved proposal/application.
6. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses or consent forms as may be required to implement the project.

SUBCONTRACTING

7. No subcontracting is allowed under this project, except as set forth in the Grant Agreement.

If subcontracting is allowed, then all project responsibilities are to be retained by the applicant to ensure compliance with the terms and conditions of the grant. All subcontracting must be documented and must have the prior written approval of the State Superintendent of Education. Approval of subcontracts shall be subject to the same criteria as are applied to the original proposal/application. The following information is required if any subcontracting is to be utilized:

Name(s) and address(es) of subcontractor(s);

Need and purpose for subcontracting;
 Measurable and time-specific services to be provided;
 Association costs, i.e., amounts to be paid under subcontracts;
 Projected number of participants to be served.

The applicant may not assign, convey or transfer its rights to the grant award without the prior written consent of the State Board of Education.

FINANCIAL TERMS

8. Payment under this grant is subject to passage of a sufficient appropriation by the General Assembly for the program. Obligations of the State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient funds (i.e. state, federal or other) for this program.

9. An applicant must not obligate funds prior to the start date of the project set forth in the final Grant Agreement. The project's start date cannot precede the start of the fiscal year for which the funds are appropriated.

All project activities must be completed between the project beginning date and the ending date (the "Term"). Liquidation of all obligations, including the current year's audit fee, should be completed no later than 90 calendar days after the project ending date.

10. The applicant understands that payment for approved services and expenses will be made on a cash needs basis, and that payment will be made in accordance with applicable statutes, regulations and standards after an application for payment is submitted to the State Board of Education. Vouchers for payment will be submitted to the Office of the Comptroller according to the payment schedule attached to the final Grant Agreement. The payment schedule shall be based on the projected date of expenditures. Payments will be withheld from scheduled amounts if expenditure reports show excess cash on hand.

11. An approved budget may be amended by completing the Budget Summary form to show the new amounts required and attaching an explanation for the changes. An amendment to the Grant Agreement must be entered into whenever any individual cell changes by more than \$1,000 or 20 percent, whichever is larger. An amendment to the Grant Agreement must also be entered into whenever an award recipient proposes to use funds for allowable expenditures not identified in the currently approved budget, if the scope of the project is expected to change, or if the overall grant award must be increased.

12. Obligation of funds based on budget amendments cannot begin prior to the date of receipt of an amendment to the Grant Agreement executed by the State Board of Education. Requests for budget amendments must be received by the State Board of Education no later than 30 calendar days prior to the project ending date.

13. All grant funds shall be subject to the Illinois Grant Funds Recovery Act (30 ILCS 705). Funds granted for the operation of this project must be used exclusively for the purposes stated in the approved proposal/application and must be expended in accordance with the approved budget and the award recipient's policies and procedures related to such expenditures. Funds may only be expended for activities occurring during the Term.

For-Profit award recipients shall not utilize grant funds in any manner for normal operating expenses or to generate a profit. The applicant certifies that notwithstanding any other provision of the application, proposal or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

14. Financial Reports: Quarterly expenditure reports are required of all award recipients receiving funds, unless otherwise specified in the program specific terms or the request for proposals. The expenditure through dates to be used in reporting expenditures and obligations are from the project beginning date through September 30, December 31, March 31 and June 30 of each fiscal year and the project ending date.

If you have an established IWAS account with the Illinois State Board of Education, you will be electronically notified when expenditure reports are due and you must submit expenditure reports electronically by the due date. If you are not enrolled in IWAS, expenditure report forms will be mailed to the award recipient at least thirty days before they are due to the Illinois State Board of Education. Expenditure reports are due 30 days after the expenditure through date. Failure to file the required reports within the timelines will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years' project funding until the reports are properly filed.

All grant funds must be spent or obligated and all activities must be completed prior to the project ending date. Each award recipient must submit a completion report showing the obligations and the expenditures for the project no later than 30 calendar days after the project ending date.

If a completion report was filed through the project ending date and had no outstanding obligations, the completion report will be the award recipient's final expenditure report. Failure to submit this completion/final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the State Board of Education within 45 calendar days of the project ending

date for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years' project funding until the overpayment is returned.

If a completion report was filed with outstanding obligations, then a final expenditure report showing total project expenditures (with all prior obligations paid) must be submitted no later than 90 calendar days after the project ending date. Failure to submit the final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the State Board of Education within 45 calendar days from the date of first notice of the amount due for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years' project funding until the overpayment is returned.

15. The award recipient will maintain records on project and fiscal activities related to each award for a period of three (3) years following the project ending date either for a state-funded or federally funded project. Such records shall include a fiscal accounting for all monies in accordance with generally accepted governmental accounting principles. If there are outstanding audit exceptions, records will be retained on file until such exceptions are closed out to the satisfaction of the State Board of Education.
16. The State Board of Education and other governmental entities with program monitoring authority shall, during the Term and for a period of three (3) years thereafter (or until no outstanding audit exceptions remain, whichever is later), have the right at any time to conduct on-site or off-site inspections of the award recipient's records and project operations for auditing and monitoring purposes. The award recipient shall, during the Term and for a period of three (3) years thereafter (or until no outstanding audit exceptions remain, whichever is later) and upon the request of the State Board of Education, provide the State Board of Education with information and documentation regarding the award recipient's progress or performance with respect to the administration and operation of the project.

NO BINDING OBLIGATION

17. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the State Board of Education. Prior to the execution of a final Grant Agreement, the State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.

COPYRIGHT

18. All rights, including copyright to data, information and/or other materials developed pursuant to an award, are retained by the State Board of Education, unless otherwise agreed in writing by the State Board of Education. All such work products produced by the award recipient through work pursuant to the award shall be made available to the State Board of Education upon request.

DEFAULT AND TERMINATION

19. The award recipient will be in default of the grant award and the corresponding Grant Agreement if it breaches any representation or warranty made in the Grant Agreement, the Program Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant, or fails to observe or perform any covenant, agreement, obligation, duty or provision set forth in the Grant Agreement, the Program Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant. Upon default by the award recipient and written notification by the State Board of Education, the award recipient will have ten days in which to cure the default to the satisfaction of the State Board of Education. If the default is not cured to the satisfaction of the State Board of Education, the State Board of Education shall thereafter have full right and authority to terminate the Grant Agreement, and/or seek such other remedy that may be available at law or in equity. Upon termination of the Grant Agreement, the award recipient will cease all use of grant funds, shall cancel all cancelable obligations relating to the project, and shall return all unexpended grant funds to the State Board of Education within 45 days of termination.

INDEMNIFICATION

20. To the fullest extent permitted by law, the award recipient shall indemnify, defend and hold harmless the State of Illinois, the State Board of Education, and their respective members, officers, agents and employees against all claims, demands, suits, liabilities, injuries (personal or bodily), property damage, causes of action, losses, costs, expenses, damages or penalties, including, without limitation, reasonable defense costs, reasonable legal fees, and the reasonable value of time spent by the Attorney General's Office, arising or resulting from, or occasioned by or in connection with (i) any bodily injury or property damage resulting or arising from any act or omission to act (whether negligent, willful, wrongful or otherwise) by the award recipient, its subcontractors, subgrantees, volunteers, anyone directly or indirectly employed by them or anyone for whose acts they may be liable; (ii) failure by the award recipient or its subcontractors, subgrantees, or volunteers to comply with any laws applicable to the performance of the grant; (iii) any breach of the Grant Agreement, including, without limitation, any representation or warranty provided by the award recipient herein; (iv) any infringement of any copyright, trademark, patent or other intellectual property right; or (v) the alleged

unconstitutionality or invalidity of the Grant Agreement. Neither the award recipient nor its employees or subcontractors shall be considered agents or employees of the State Board of Education or of the State of Illinois.

If the applicant is a government unit only, it is understood and agreed that neither the applicant nor the State Board of Education shall be liable to each other for any negligent or wrongful acts, either of commission or omission, unless such liability is imposed by law.

GENERAL CERTIFICATION AND ASSURANCES

21. The applicant will obey all laws, regulations, and executive orders prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, and all other laws, regulations, and executive orders applicable to its activities, including but not limited to the School Code (105 ILCS 5/1-1 et seq.), Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.), the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.), the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (*Plyler v. Doe*, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
22. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
23. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
24. The applicant is not prohibited from receiving a grant award from the State of Illinois because it pays dues or fees on behalf of its employees or agents or subsidizes or otherwise reimburses them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
25. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant was formerly employed by the State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
26. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
27. If applicable, the applicant shall be required to observe and comply with provisions of the Prevailing Wage Act, 820 ILCS 130/1 et seq., which applies to the wages of laborers, mechanics and other workers employed in any public works.
28. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state or local unit of government.
29. The applicant represents and warrants that all of the certifications and assurances set forth herein and attached hereto are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the State Board of Education.
30. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all of its i) employees, ii) volunteers, and iii) all employees of persons or firms holding contracts with the applicant, who have direct contact with children receiving services under the grant; and such applicant shall not i) employ individuals, ii) allow individuals to volunteer, or iii) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
31. Any applicant that does not have a calculated indirect cost rate from the Illinois State Board of Education or does not utilize their restricted indirect cost rate as calculated by the Illinois State Board of Education certifies that it has developed a written Cost Allocation Plan (CAP) that: i) will be utilized in identifying the accumulation and distribution of any allowable administrative costs in the grant program; ii) identifies the allocation methods used for distributing the costs among programs; iii) requires support through

records and documentation showing personnel time and effort information, and formal accounting records according to generally accepted governmental accounting principles; iv) requires the propriety of the charges to be substantiated; and v) shall be made available, along with any records or supporting documentation for allowable administrative costs, for review upon ISBE's request.

32. The applicants participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant.
33. The applicant acting as the fiscal agent certifies that it is responsible to the joint applicants, it is the agent designated and responsible for reports and for receiving and administering funds, and it will:
 - i) Obtain fully executed Certifications and Assurances, and Terms of the Grant forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - ii) Maintain separate accounts and ledgers for the project;
 - iii) Provide a proper accounting of all revenue from ISBE for the project;
 - iv) Properly post all expenditures made on behalf of the project;
 - v) Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
 - vi) Disburse all funds to joint applicants based on information (payment schedules) from joint applicants showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants.);
 - vii) Require joint applicants to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to ISBE should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants;
 - viii) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
 - ix) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
 - x) Have a recovery process in place with all joint applicants for collection of any funds to be returned to ISBE; and
 - xi) Be responsible for the payment of any funds that are to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

34. This certification is required by the Drug Free Workplace Act (30 ILCS 580/1). The Drug Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the State unless that grantee or contractor has certified to the State that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant and debarment of contracting or grant opportunities with the State of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, "grantee" or "contractor" means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the State.

The applicant certifies and agrees that it will provide a drug-free workplace by:

- (a) Publishing a statement:
 - (1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance, including cannabis, is prohibited in the grantee's or contractor's workplace.
 - (2) Specifying the actions that will be taken against employees for violations of such prohibition.
 - (3) Notifying the employee that, as a condition of employment on such contract or grant, the employee will
 - (A) abide by the terms of the statement; and
 - (B) notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) days after such conviction.
- (b) Establishing a drug-free awareness program to inform employees about:
 - (1) the dangers of drug abuse in the workplace;
 - (2) the grantee's or contractor's policy of maintaining a drug-free workplace;

- (3) any available drug counseling, rehabilitation, and employee assistance programs; and
- (4) the penalties that may be imposed upon an employee for drug violations.
- (c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
- (d) Notifying the contracting or granting agency with ten (10) days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
- (e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by any employee who is so convicted, as required by Section 5 of the Drug Free Workplace Act.
- (f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug Free Workplace Act.

The undersigned affirms, under penalties of perjury, that he or she is authorized to execute this Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant.

(Name of Applicant)

By: _____
Date Signature of Authorized Official Title

Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion Lower Tier Covered Transactions

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 7 CFR 3017 Subpart C Responsibilities of Participants Regarding Transactions. The regulations were published as Part IV of the January 30, 1989 Federal Register (pages 4722-4733) and Part II of the November 26, 2003 Federal Register (pages 66533-66646). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS BELOW.

CERTIFICATION

The prospective lower tier participant certifies, by submission of this Certification, that:

- (1) Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency;
- (2) It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
- (3) It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
- (4) It will include the clause titled *Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion—Lower Tier Covered Transactions*, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions;
- (5) The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into; and
- (6) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this Certification.

Organization Name

PR/Award Number or Project Name

Name and Title of Authorized Representative

Signature

Date

Instructions for Certification

1. By signing and submitting this Certification, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms *covered transaction*, *debarred*, *suspended*, *ineligible*, *lower tier covered transaction*, *participant*, *person*, *primary covered transaction*, *principal*, *proposal*, and *voluntarily excluded*, as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the "GSA Excluded Parties List System" at <http://epls.arnet.gov/>.
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

ILLINOIS STATE BOARD OF EDUCATION

CERTIFICATE REGARDING LOBBYING

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit ISBE 85-37, "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Organization Name

PR/Award (or Application) Number or Project Name

Name and Title of Authorized Representative

Signature

Date

FY2008

**SUBMISSION FORM/GRANT AGREEMENT FOR
THE CAREER AND TECHNICAL EDUCATION IMPROVEMENT GRANT ("CTEI GRANT")
AND
THE PERKINS IV GRANT ("PERKINS GRANT")**

This submission form/grant agreement is submitted to the Illinois State Board of Education by the following institution or agency (the "Grantee"):

System Name: _____ **EFE #:** _____

Director: _____

Address: _____

Phone: () _____ **Fax:** () _____ **Email:** _____

This form, and the documents specified below, shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds provided through the CTEI Grant and the Perkins IV Grant and ensure adherence to the FY2008 Regional Plan and Grant Guidelines.

1. Fiscal Year 2008 CTEI Grant Budget and Perkins Grant Budget (the "FY2008 Budget"). The FY2008 Budget shall consist of the proposed budget submitted with the Grantee's funding application, as modified by the Grantee's System Director and approved by ISBE.
2. Fiscal Year 2008 Secondary Career and Technical Education Regional Plan (the "FY2008 Regional Plan"). The FY2008 Regional Plan shall consist of the proposed plan submitted with the Grantee's funding application, as modified by the Grantee's System Director and approved by ISBE.
3. The following certifications and assurances:
 - A. Certifications, Assurances and Standard Terms of the Grant.
 - B. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions.
 - C. Certification Regarding Lobbying.
 - D. Regional Education for Employment Plan Assurance.

Under this grant agreement, the Grantee will be authorized to implement and incur expenditures in accordance with the FY2008 Plan Update from July 1, 2007 through June 30, 2008. This grant agreement will constitute the entirety of the agreement between the parties with respect to the CTEI Grant and Perkins IV Grant, and supersedes any other agreement or communication, whether written or oral. This grant agreement may not be amended or modified except in writing signed by the Grantee and ISBE, provided that the Grantee's System Director shall be authorized to amend the FY2008 Budget and FY2008 Plan Update with the prior written authorization of ISBE.

The person executing this form on behalf of the Grantee certifies and assures ISBE that (i) he or she has been duly authorized to file this application for and on behalf of the Grantee, and otherwise to act as the authorized representative of the applicant in connection with this grant agreement; and (ii) the Grantee's System Director has the necessary legal authority to negotiate and agree to the FY2008 Budget and FY2008 Regional Plan (and any amendments thereto) on behalf of the Grantee.

Upon ISBE's final approval of the FY2008 Budget and FY2008 Regional Plan, a fully executed grant agreement shall be returned by ISBE to the Grantee.

Agreed to on behalf of the Grantee:

_____ Date	_____ Signature of Board Officer or Board of Control Chair	_____ Title
---------------	---	----------------

Agreed to on behalf of ISBE:

_____ Date	_____ Signature of Responsible ISBE Official	_____ Title
---------------	---	----------------

System Name: _____ EFE #: _____

REGIONAL EDUCATION FOR EMPLOYMENT PLAN ASSURANCE

This is to certify that the Regional Education for Employment Plan, CTEI and Perkins IV Grants, and the programs, services and activities set forth in the Plan will be administered in accordance with the foregoing assurances and adhere to the FY2008 Regional Plan and Grant Guidelines.

The Regional Education for Employment System assures the provision and support of activities of such size, scope and quality to bring about improvement in the quality of career and technical education programs.

The Regional Education for Employment System assures that individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special population.

The Regional Education for Employment System assures that data will be provided in a timely manner to meet the accountability requirements as measured by the core performance indicators and as reported to USDE/OVAE disaggregated by special populations.

Signature of Board of Control or State Agency Director

Date

STATE BOARD OF EDUCATION APPROVAL

☐ Approved

☐ Not Approved

Signature of State Board Official

Date

APPENDIX C (2 of 2)



Illinois State Board of Education

Carl D. Perkins Career and Technical Education Improvement Act of 2006

Grant Guidelines

Fiscal Year 2008



Submit in Section 3
of the
Secondary Career and Technical Education
Regional Plan

Due April 30, 2007

FISCAL YEAR 2008

CARL D. PERKINS Career and Technical Education Improvement Act of 2006 Grant Guidelines

Special Note: Regional system reporting requirements may be altered as a result of the State's negotiations in this transition year. Those changes will be communicated as soon as they are identified.

PREFACE

The Illinois State Board of Education adopted a Leadership Reform Agenda to which it will give particular emphasis over the next few years. Each of the Board's strategic commitments builds toward the Board's vision of "Standards-Based Excellence for Every Learner." Within that agenda, various commitments address

- ◆ Learning standards for educational excellence;
- ◆ State assessments and promotion of local assessment practices;
- ◆ Improved local and state accountability;
- ◆ Ongoing professional development for instructional staff;
- ◆ Improved achievement of all students, including those at risk of academic failure; and
- ◆ Integrated educational opportunities linking K-16 school experiences to future career goals.

Each effort or initiative pursued by ISBE will continually focus on that vision to assure alignment of all efforts. *The connecting thread for all activities is the Illinois Learning Standards.* During their development, the need to link them to preparation for work was acknowledged. "Workplace preparation is an important purpose of schooling. The Illinois Learning Standards incorporate knowledge and skills that will help enable students to be successful in the workplace of their choice, as well as in their roles as citizens, family members and participants in our society. The Illinois Learning Standards also create opportunities to integrate the academics and workplace knowledge and skills, and learning opportunities to enhance students' ability to see connections between what is a learned and practical application of that learning." (Philosophy behind the Illinois Learning Standards, *Illinois Learning Standards*, July 1997.)

Perkins funds are distributed to all unit and high school districts through the Education for Employment Regional Delivery Systems. The new legislation requires that each district provide valid and reliable information about student participation in career and technical education. This information will be related to the performance indicators identified by Congress required in the transition year. The level of funding that Illinois and individual districts will receive in the future depends on our ability to meet Illinois' performance targets. As a result, **each district must submit its performance information completely and correctly to ISBE to remain eligible to receive Perkins IV.**

Federal regulation prohibits the expenditure of Perkins IV funds to **supplant** current expenditures, except in limited situations of services to students with disabilities. The intent of federal funds is to **supplement** existing state and local expenditures.

GRANT PURPOSE

The primary purpose of this grant is to develop more fully the academic and career and technical skills of secondary education students who elect to enroll in career and technical education programs by:

- 1) Strengthening academic and technical skills of students in these programs to meet ILS through preparation for high skill, high wage, or high demand occupations in current or emerging professions;
- 2) promote the development of services and activities that integrate rigorous and challenging academic and career and technical instruction;
- 3) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries;
- 4) provide technical assistance to promote leadership, initial preparation, and comprehensive professional development at the local level that improves the quality of career and technical education teachers, faculty, administrators, and counselors;
- 5) Providing services and activities designed to develop, implement, and improve career and technical education;
- 6) providing individuals with opportunities throughout their lifetimes to develop, in conjunctions with other education and training programs, the knowledge and skills needed to keep the United States competitive;

GRANT ALLOCATION

The Perkins Grant allocation is calculated from federal census data with 30% of the total based on the 5-17 year old population and 70% based on the 5-17 year old population below the poverty level unless otherwise instructed by the United States Department of Education. Systems may establish flow through arrangements only with those member districts generating \$15,000 or more in the allocation process. *A maximum of 5% of the total Perkins Grant allocation (5% of the final, actual grant expenditures) may be used for administrative costs associated with the administration of activities of this grant.*

PLANNING AND REPORTING FORM

Complete the Planning and Reporting Form located in the appendices of the FY2008 Regional Plan. This form incorporates the purpose of Perkins IV and Illinois' Quality Components for Career and Technical Education Systems in regional planning.

GRANT BUDGET FORMS COMPLETION

Workforce Preparation Grant (WPG) software will be provided to Systems for use in completing the required budget forms for this grant. To apply for grant funds, complete and submit one copy of the forms for the planned activities. The "Initial Application" box will be checked on each budget page. When approval from the State Board of Education is received, the "Budget" and "Other" must be approved in WPG. Amendments are required when:

- ◆ the scope of the program is expected to change,
- ◆ changes in other information, i.e. out-of-state travel, staff information,
- ◆ changes in data cells on the Budget Summary and Payment Schedule are increased or decreased by \$1,000 or 20% (whichever is greater),

- ◆ change in payment schedule cells,
- ◆ a budget cell is eliminated,
- ◆ a new budget cell is opened, or
- ◆ Extension of the ending date is needed to complete activities.

All amendment requests must be accompanied by a memo from the system director requesting and explaining reasons for the changes. Chapter 9 – Project and Grant Amendments from the WPG Manual is included as a resource in Appendix A.

Working copies of the grant forms are included in Appendix B. Descriptions of function and object codes for this grant are included in Appendix C.

Based on the System allocation, complete and return the following forms:

- a) Budget Summary and Payment Schedule,
- b) Budget Function and Object Summary,
- c) Budget Information for system allocation, and
- d) Budget Information for site budgets based on system budget entries in function code 4100 and object code 720 for those districts meeting the \$15,000 minimum provisional as required in Perkins legislation.
- e) Summary of Purchased Services if function code 4100 and object codes 311, 314, 319 or 392 are used.

Additional information required on budget forms includes:

1. Any salary expenditure (object code 100s & 300s) in the grant must be recorded on the site budget for the employing entity. Personnel expenditures must all be accompanied by the following information:
 - a) Name (function/ object code)
 - b) Position title
 - c) Percent of time employed by the grant
 - d) Salary rate-(actual full salary for employee)

To expedite the review of salary information, include the function and object code numbers in the description in the Other Information column (see example below).

Name: Jane Doe 2120-116
Title: Placement Coordinator
Pct of Time from Grant: 5%
Salary Rate: \$40,980

2. Expenditures budgeted in function/object codes not included in the budget forms and/or listed as “other” must be accompanied by the following information:
 - a) Object code number
 - b) Object Code Description
 - c) Amount budgeted
 - d) Description of proposed expenditure, including function/object code

To expedite the review of other expenditures, include the function and object code numbers in the description in the Other Information column (see example below).

Object Code: 339

Object Desc. Other Transportation Services

Amount Budgeted: \$1,300

Description of Expenditure: 1000-339 Nontraditional Career field-trip.

BUDGET CLARIFICATION

1. District Budgets

A local district must have generated a minimum of \$15,000 through the grant formula to be eligible to have funds transferred from the system budget. If the regional system transfers all or a portion of the grant to member districts (according to the \$15,000 minimum provision), a set of budget forms applicable to that district must also be completed and submitted. *All grant guidelines and fiscal accountability requirements apply to transit budgets, as well as to the system budget.*

2. Salaried Staff

The following information must be provided if salaries (object code 100s or 300s) are used:

- | | |
|---|-----------------------------------|
| a. Staff Person's Name (Function/object code) | c. Percent of Time from the grant |
| b. Position title | d. Salary Rate |

3. Travel

The funded agency will be reimbursed at the rate established by local board policy. Prior approval for out-of-state travel is required at least 30 days in advance of the travel date when more than one person from the EFE Region is requested to attend the same out-of-state function. Prior approval is **NOT** required when one person is attending the function through a specific funding source. The following information is requested for each individual when multiple attendance is requested:

- | | |
|------------------------|-----------------------|
| a. Function Attending | d. Date(s) of Travel |
| b. Number of Travelers | e. Benefit to Project |
| c. Projected Cost | |

4. Equipment

All equipment over \$500 per item must be recorded and inventoried. Instructional equipment is defined as equipment used by students to learn and meet standards and tasks for the occupations making up the CTE quality instructional program and should be recorded on the budget in Function 1000 - Instruction. General classroom furniture, equipment and any physical plant modifications are the responsibility of the local districts. For budgeting purposes only, the following object codes will be used to differentiate on the budget forms between equipment costing more or less than \$500: object codes 541, 542, or 543 will be used for equipment costing \$500 or more; object code 400 (supplies and materials) will be used for equipment costing less than \$500. See Section 4 of the Financial Management Handbook for details.

5. Payment Guidelines

The Illinois State Board of Education operates on a current funding basis. Funds forwarded to the system are based on an estimation of expenses during the specified payment period. **Payment requests for this grant must be identified in monthly increments.** *To ensure an uninterrupted flow of funds, payments requested on the budget*

payment schedule must be distributed across the fiscal year according to how the expenditures are expected to be made. Salaries and fringe benefits are expended in equal intervals; they should be projected in this manner. Equipment, supplies, contracted services and in-service activities should have the payment requested in the month for which the expenditure is anticipated. Expenditure reports showing cash on hand will cause subsequent payments to be frozen. Routine expenditure reports are required to maintain the payment schedule.

6. Other Expenditures

The following information must be provided if expenditure object codes other than those listed on the Budget Information forms are added to the grant application budget:

- a. Description of Proposed Expenditure
- b. Function/Object Code Number
- c. Function/Object Code Name

SUBMISSION, REVIEW AND APPROVAL

All budget forms are to be submitted in Section 3 of the Regional Plan due **April 30, 2007**. This due date must be met to ensure timely approval of the budget by July 1.

A checklist is included in Appendix D to assist System Directors in their final review of new grants, and subsequent amendments, prior to submission to ISBE. Following the checklist will help reduce review and approval time at ISBE by ensuring that all grant and amendment submissions are complete and accurate. The checklist is for local use only and need not be included with the grant or amendment submission.

The grant will be approved based on a review of the budget forms in relation to the Planning and Reporting Form. Expenditures against the grant may not begin before receipt of grant approval and the official start date of the grant.

Routine electronic expenditure reports are required to be filed with ISBE. They are completed and filed through the ISBE Web Application Security (IWAS) system.

Contact the Career Development Division at 217/782-4620 with any questions or requests.

ACCOUNTABILITY

The System must maintain records to identify the source and use of funds provided through this grant. It must account for all cash, property and other assets acquired with grant funds. All equipment over \$500 per item must be recorded and inventoried. For additional information on grant management and accountability, refer to the State and Federal Grant Administration Policy and Fiscal Requirements and Procedures booklet. It is available from the State Board's Funding and Disbursements Division or via the web at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf.

Equal and fair consideration, regardless of race, color, national origin, age, sex, or handicap, must be given in the selection of personnel, advisory and steering committee members, and in the selection of personnel for other activities of this grant. Additionally, all products developed from this grant source must be free of sex-biased language and graphics and comply with Section 511 of P.L. 101-166 (the "Stevens Amendment").

APPENDICES

Appendix A: WPG Chapter 9: Project and Grant Amendments

Appendix B: Grant Budget Pages

Appendix C: Function and Object Codes

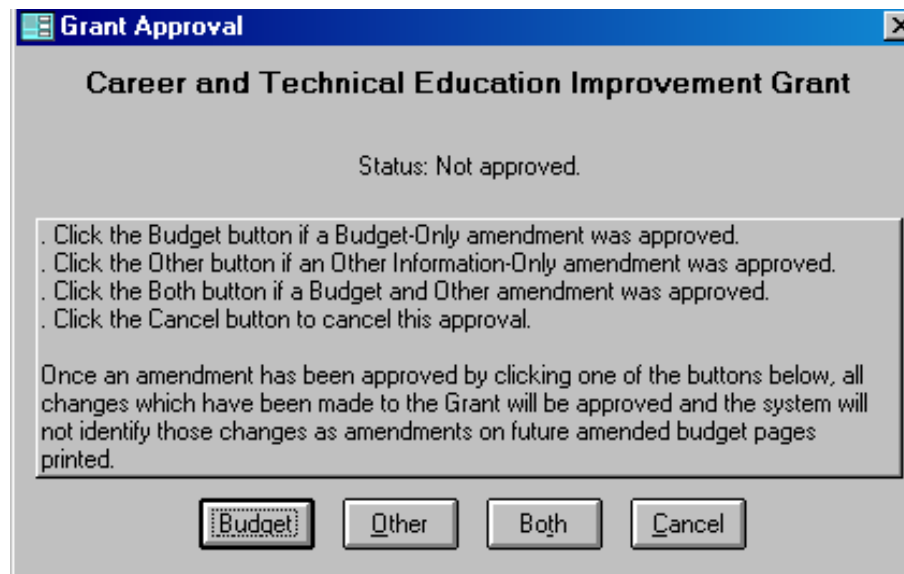
Appendix D: Perkins IV Grant Review Checklist

Chapter 9: Project and Grant Amendments

The WPG software facilitates amendments to Grants. The **APPROVE** button in the upper right corner of the main Grant form is used to control the amendment process.

The **APPROVE** button is critical to make the amendment process work properly. When State Board approved Grants are returned they must be reviewed for any changes that may have been made during the approval process. All changes should be made to the Grant in the WPG software. After the changes have been made, click on the **APPROVE** button. The **APPROVE** button should not be used on any Grant which has not been approved by the State Board.

When the **APPROVE** button is clicked the following screen appears that allows approvals to be recorded:



Clicking the **BUDGET** button records all budget information as approved. Clicking the **OTHER** button records all other information as approved. Clicking the **BOTH** button records both at the same time. The **CANCEL** button is used to exit this screen without taking any action. A change to a payment schedule amount is considered a "Budget" type amendment.

The **BOTH** button should be used when the approved Grant is received from the State Board. As stated above, this allows all future transactions to be assessed to determine if an amendment is required. This process will return the user to the main Grant form.

The process described above must be followed for each transit budget that has been developed by secondary regional systems. Each transit entity is treated as a separate budget.

When proposed budget changes are made the software assesses the magnitude of the change compared to what has last been approved. A budget amendment is required when any cell on the Budget Summary and Payment schedule is altered by 20% or \$1,000 (whichever is greater) and/or if changes are made to the payment schedule. This applies to both increases and decreases in any cell. A cell is defined as any object code category (100, 200, 300, etc.) within a

function code. A budget amendment is also required if any payment schedule amount is changed.

Any change made to "Other Information" (out-of-state travel, other staff information, etc.) requires an amendment.

The pages that have been changed should be printed and forwarded to the proper State Board contract administrator for review and approval. Submit all budget pages when changes are made. The "Other Information" is included with budget information on detail budget pages. The full page is submitted even though only "Other Information" has been amended. All changes requiring an amendment on each form are noted with an "a" or are printed in bold typeface for easy identification by the reviewer.

A new feature of the software for last year is the instant notification if an amendment is required. The Grant status is always displayed underneath the Grant name while working on a particular Grant. The Grant status will change immediately if changes require an amendment outlined by the above rules. If an amendment is required (budget, other or both), the Grant status will be displayed in bold red indicating what type of amendment is required.

The seven possible statuses for a Grant are listed below:

Not approved

This Grant has not yet been approved.

Budget information approved on date/time

Budget information only has been approved for this Grant.

Other information approved on date/time

Other information only has been approved for this Grant.

Budget and other information approved on date/time

Both budget and other information has been approved for this Grant.

Amendment required for budget

Changes to budget amounts and/or the payment schedule require an amended form be filed to the State Board.

Amendment required for other information

Changes made to other information (out-of-state travel, other staff information) require an amended form be filed to the State Board.

Amendment required for budget and other information

Changes to budget amounts and/or the payment schedule and changes made to other information (out-of-state travel, other staff information) require an amended form be filed to the State Board.

As stated above, all required amendments should be printed and only those forms that are changed should be submitted to the State Board for review and approval. As with all proposed

"Other Information" changes the proposed budget changes are also noted with an "a" or are printed in bold typeface for easy identification. No further changes should be made to a specific project or Grant until the submitted proposed amendment has been returned from the State Board.

The same steps are again performed as described above with the original budget. First the forms should be reviewed for any changes by State Board staff. Those changes should be made first. Then click on the "Approve" button. This will "start the clock" again. All future changes will be judged against the most recent approved amendment.

Please also note that all forms that are amended are automatically dated in the upper left corner of each page. This will not happen until the "Approve" button is clicked when the original submittal is recorded. This assists both the user and the State Board to determine the most recent amended forms.

Secondary

- ☐ Initial Application
☐ Amendment

LEA SUBMISSION DATE

ILLINOIS STATE BOARD OF EDUCATION

Career Development
100 North First Street
Springfield, Illinois 62777-0001

**PERKINS IV GRANT
Budget Information**

PROJECT NUMBER

AGENCY NAME

EFE NUMBER

FUNCTION AND OBJECT CODES	BUDGET	OTHER INFORMATION
1000 INSTRUCTION		Please use this space to further explain any of the following items:
SALARIES		If salaries are budgeted, provide the staff person's name (including function/object code), title, % of time paid from the grant and salary rate.
114 Salaries - Interpreters	\$	Describe out-of-state travel requests including function attending, date of travel, benefit to the project, number of travelers, and projected cost.
115 Salaries - Tutors, Notetakers, etc.	\$	If "Other" expenditures are budgeted, provide a description of the proposed expenditure, including function/object code.
117 Salaries - Teacher Aide/Paraprofessional	\$	
Other (specify by object)	\$	
-----	\$	
Subtotal	\$	
EMPLOYEE BENEFITS		
200 Employee Benefits	\$	
Other (specify by object)	\$	
-----	\$	
Subtotal	\$	
PURCHASED SERVICES		
323 Repairs and Maintenance Services	\$	
332 Travel	\$	
339 Other Transportation Serv.	\$	
380 Workers' and Unemployment Compensation	\$	
Other (specify by object)	\$	
-----	\$	
Subtotal	\$	
SUPPLIES AND MATERIALS		
400 Supplies and Materials	\$	
413 Student Supplies and Lab Fees	\$	
414 Supplemental Inst. Materials	\$	
470 Software	\$	
Other (specify by object)	\$	
-----	\$	
Subtotal	\$	
CAPITAL OUTLAY		
541 Instructional Equipment	\$	
542 Special Adapted Equip/Devices	\$	
Other (specify by object)	\$	
-----	\$	
Subtotal	\$	
1000 TOTAL	\$	

Please attach additional pages if necessary.

Secondary

- ☐ Initial Application
☐ Amendment

LEA SUBMISSION DATE

ILLINOIS STATE BOARD OF EDUCATION
Career Development
100 North First Street
Springfield, Illinois 62777-0001

**PERKINS IV GRANT
Budget Information**

PROJECT NUMBER

AGENCY NAME

EFE NUMBER

FUNCTION AND OBJECT CODES	BUDGET	OTHER INFORMATION
2120 GUIDANCE SERVICES		Please use this space to further explain any of the following items:
SALARIES		If salaries are budgeted, provide the staff person's name (including function/object code), title, % of time paid from the grant and salary rate.
113 Salaries - Secretary	2	
116 Salaries - Placement Coord.	\$	Describe out-of-state travel requests including function attending, date of travel, benefit to the project, number of travelers, and projected cost.
Other (specify by object)	\$	If "Other" expenditures are budgeted, provide a description of the proposed expenditure, including function/object code.
-----	\$	
Subtotal	\$	
EMPLOYEE BENEFITS		
200 Employee Benefits	\$	
Other (specify by object)	\$	
-----	\$	
Subtotal	\$	
PURCHASED SERVICES		
323 Repairs and Maintenance Services	\$	
325 Rentals	\$	
332 Travel	\$	
333 Food-Related Expenditures	\$	
340 Communication - Telephone, Postage	\$	
350 Advertising	\$	
360 Printing and Binding	\$	
380 Workers' and Unemployment Compensation	\$	
391 Photocopying	\$	
Other (specify by object)	\$	
-----	\$	
Subtotal	\$	
SUPPLIES AND MATERIALS		
400 Supplies and Materials	\$	
470 Software	\$	
Other (specify by object)	\$	
-----	\$	
Subtotal	\$	
CAPITAL OUTLAY		
543 Other Equipment	\$	
Other (specify by object)	\$	
-----	\$	
Subtotal	\$	
2120 TOTAL	\$	

Please attach additional pages if necessary.

Secondary

- ☐ Initial Application
☐ Amendment

LEA SUBMISSION DATE

ILLINOIS STATE BOARD OF EDUCATION

Career Development
100 North First Street
Springfield, Illinois 62777-0001

**PERKINS IV GRANT
Budget Information**

PROJECT NUMBER

AGENCY NAME

EFE NUMBER

FUNCTION AND OBJECT CODES	BUDGET	OTHER INFORMATION
2210 IMPROVEMENT OF INSTRUCTION SERVICES		Please use this space to further explain any of the following items:
SALARIES		If salaries are budgeted, provide the staff person's name (including function/object code), title, % of time paid from the grant and salary rate.
112 Salaries - Spec. Pops Coord.	\$	Describe out-of-state travel requests including function attending, date of travel, benefit to the project, number of travelers, and projected cost.
113 Salaries - Secretary	\$	If "Other" expenditures are budgeted, provide a description of the proposed expenditure, including function/object code.
120 Salaries - Temporary	\$	
130 Overtime Salaries	\$	
Other (specify by object)	\$	
-----	\$	
Subtotal	\$	
EMPLOYEE BENEFITS		
200 Employee Benefits	\$	
Other (specify by object)	\$	
-----	\$	
Subtotal	\$	
PURCHASED SERVICES		
314 Prof. Services - Consultants	\$	
319 Other Prof. and Tech Services	\$	
323 Repairs and Maintenance Services	\$	
325 Rentals	\$	
332 Travel	\$	
333 Food-Related Expenditures	\$	
340 Communication - Telephone, Postage	\$	
360 Printing and Binding	\$	
380 Workers' and Unemployment Compensation	\$	
391 Photocopying	\$	
Other (specify by object)	\$	
-----	\$	
Subtotal	\$	
SUPPLIES AND MATERIALS		
400 Supplies and Materials	\$	
415 Assessment Materials	\$	
Other (specify by object)	\$	
-----	\$	
Subtotal	\$	
2210 TOTAL	\$	

Please attach additional pages if necessary.

Secondary

- ☐ Initial Application
☐ Amendment

LEA SUBMISSION DATE

ILLINOIS STATE BOARD OF EDUCATION
Career Development
100 North First Street
Springfield, Illinois 62777-0001

**PERKINS IV GRANT
Budget Information**

PROJECT NUMBER

AGENCY NAME

EFE NUMBER

FUNCTION AND OBJECT CODES	BUDGET	OTHER INFORMATION
2300 GENERAL ADMINISTRATION		Please use this space to further explain any of the following items:
SALARIES		If salaries are budgeted, provide the staff person's name (including function/object code), title, % of time paid from the grant and salary rate.
111 Salaries - Admin.	\$	Describe out-of-state travel requests including function attending, date of travel, benefit to the project, number of travelers, and projected cost.
113 Salaries - Secretary	\$	If "Other" expenditures are budgeted, provide a description of the proposed expenditure, including function/object code.
Other (specify by object)	\$	
_____	\$	
Subtotal	\$	
EMPLOYEE BENEFITS		
200 Employee Benefits	\$	
Other (specify by object)	\$	
_____	\$	
Subtotal	\$	
PURCHASED SERVICES		
323 Repairs and Maintenance Services	\$	
325 Rentals	\$	
332 Travel	\$	
333 Food-Related Expenditures	\$	
340 Communication - Telephone, Postage	\$	
350 Advertising	\$	
360 Printing and Binding	\$	
380 Workers' and Unemployment Compensation	\$	
391 Photocopying	\$	
Other (specify by object)	\$	
_____	\$	
Subtotal	\$	
SUPPLIES AND MATERIALS		
400 Supplies and Materials	\$	
470 Software	\$	
Other (specify by object)	\$	
_____	\$	
Subtotal	\$	
CAPITAL OUTLAY		
543 Other Equipment	\$	
Other (specify by object)	\$	
_____	\$	
Subtotal	\$	
2300 TOTAL	\$	

Please attach additional pages if necessary.

Secondary

- ☐ Initial Application
☐ Amendment

LEA SUBMISSION DATE

ILLINOIS STATE BOARD OF EDUCATION

Career Development
100 North First Street
Springfield, Illinois 62777-0001

**PERKINS IV GRANT
Budget Information**

PROJECT NUMBER

AGENCY NAME

EFE NUMBER

FUNCTION AND OBJECT CODES	BUDGET	OTHER INFORMATION
3000 COMMUNITY SERVICES		Please use this space to further explain any of the following items:
PURCHASED SERVICES		If salaries are budgeted, provide the staff person's name (including function/object code), title, % of time paid from the grant and salary rate.
392 Child care	\$	Describe out-of-state travel requests including function attending, date of travel, benefit to the project, number of travelers, and projected cost.
Other (specify by object)	\$	If "Other" expenditures are budgeted, provide a description of the proposed expenditure, including function/object code.
-----	\$	
Subtotal	\$	
TUITION		
800 Tuition	\$	
Other (specify by object)	\$	
-----	\$	
Subtotal	\$	
3000 TOTAL	\$	
4100 PAYMENTS TO OTHER GOVERNMENTAL UNITS		
PURCHASED SERVICES		
311 Prof. Services Admin.*	\$	
314 Prof. Services - Instructional*	\$	
319 Other Prof. and Tech Services*	\$	
392 Child care	\$	
Other (specify by object)	\$	
-----	\$	
Subtotal	\$	
TRANSFERS		
720 Transits	\$	
Other (specify by object)	\$	
-----	\$	
Subtotal	\$	
4100 TOTAL	\$	
TOTAL	\$	

Please attach additional pages if necessary.

B**Secondary**

- ☐ Initial Budget
☐ Amendment

LEA SUBMISSION DATE

ILLINOIS STATE BOARD OF EDUCATION
 Career Development
 100 North First Street
 Springfield, Illinois 62777-0001

ISBE USE ONLY

ISBE APPROVAL DATE

BEGIN

END

PERKINS IV GRANT
Budget Summary and Payment Schedule

Use whole dollars only.
 OMIT DECIMAL PLACES, e.g., \$2536.

FISCAL YEAR 08		SOURCE OF FUNDS CODE 474500		REGION, COUNTY, DISTRICT, TYPE CODE							PAYMENT SCHEDULE
AGENCY NAME				CONTACT PERSON			TELEPHONE NUMBER ()				
LINE	Function Number 1	EXPENDITURE ACCOUNT 2	SALARIES 3	EMPLOYEE BENEFITS 4	PURCHASED SERVICES 5	SUPPLIES & MATERIALS 6	CAPITAL OUTLAY** 7	TRANSFERS 9	TUITION 10	TOTAL 11	
			(Obj. 100's)	(Obj. 200's)	(Obj. 300's)	(Obj. 400's)	(Obj. 500's)	(Obj. 700's)	(Obj. 800's)		
1	1000	Instruction									1 July-August (81)
3	2120	Guidance Services									2 September (82)
7	2210	Improvement of Instruction Services									3 October (83)
10	2300	General Administration									4 November (84)
13	2520	Fiscal Services*									5 December (85)
15	2540	Operation & Maintenance of Plant Ser.									6 January (86)
25	3000	Community Services									7 February (87)
26	4100	Payments to Other Govt. Units									8 March (88)
28	Total Direct Costs										9 April (89)
29	Approved Indirect Costs X _____ %										10 May (90)
30	TOTAL BUDGET										11 June (91)
											12 July-August (92)
											TOTAL
											\$

* If expenditures are shown, the indirect cost rate cannot be used.

** Not applicable to all grants, and in no instances can Capital Outlay or Facilities Acquisition & Construction Services be included in the indirect cost application.

Secondary

☐ Initial Application
☐ Amendment

LEA SUBMISSION DATE

ILLINOIS STATE BOARD OF EDUCATION

Career Development
100 North First Street
Springfield, Illinois 62777-0001

PERKINS IV GRANT

Summary of Purchased Services

PROJECT NUMBER
AGENCY NAME
EFE NUMBER

AGENCY NAME

EFE NUMBER

[illegible]

FUNCTION AND OBJECT CODES

The Workforce Preparation Grant (WPG) software will be provided for use in development and management of this grant. Hard copies of budget forms are included for use as worksheets in budget development. All proposed expenditures are categorized by function and object codes as specified in the *Illinois Program Accounting Manual which can be located at <http://www.isbe.net/sfms/pdf/ipam.pdf>*. The WPG software contains function and object codes generally applicable for this grant. It will allow entries to be added in categories titled "other", if the choices listed do not fit a proposed expenditure. All budget entries coded as "other" must be fully explained and are subject to consultant review and approval.

FUNCTION CODES

Six broad function codes are used to classify all expenditures associated with the Perkins III Grant.

- 1000 "Instruction"** - Instruction provided to develop the knowledge, skills, and attitudes needed for employment in an occupational area. This function includes activities of aides and assistants (i.e., tutors, note takers, interpreters, etc.) to the instructional process.
- 2120 "Guidance Services"** - The salary of a placement coordinator and related placement expenses such as travel, office supplies, telephone, and postage. The provision of guidance counselors and typical guidance activities are local responsibilities and are not supported with Perkins IV funds.
- 2210 "Improvement of Instruction Services"** - Activities that are designed primarily for assisting instructional staff in planning, developing, and evaluating the instructional process. To maintain consistency in coding of professional development,

"function code 2210 shall be used to record and report all professional development expenses. In the event a substitute teacher is needed while the regular [secondary CTE] teacher attends a [CTE] professional development activity, a substitute teacher shall be charged to function 2210. The salary [if charged to the grant] for the regular [CTE] teacher attending the professional development activity shall remain in the 1000 function (Instruction) while all related costs of the activity (i.e., travel, registration fees, etc.) shall be reflected in function 2210. If a regular [CTE] teacher conducts a professional development class above and beyond his or her everyday responsibilities, the stipend paid to that teacher shall be recorded in 2210."
- 2300 "General Administration"** - Activities concerned with establishing and administering policy in connection with operating the LEA.
- 3000 "Community Services"** - Support services reimbursed by the funding agency for participants.
- 4100 "Payments to Other Governmental Units"** - Payments to LEAs for programs and services provided by that LEA.

OBJECT AND SUB-OBJECT CODES

Object codes from the State Board of Education's *Illinois Program Accounting Manual* are provided below and on the budget pages. Any proposed expenditure not covered by this list should be identified by the appropriate object code as listed in the *Illinois Program Accounting Manual* and added where appropriate to the budget.

- 100 "Salaries"** - Amounts paid to permanent, temporary, or substitute employees on the payroll of the LEA. This includes gross salary for personal services rendered while on the payroll of the LEA.
 - 111 "Salaries - Administrator/Director"** - Payment for administrator/director who supervises the program and is an employee of the LEA.
 - 112 "Salaries - Special Populations Coordinator"** - Payment for coordinator who is an employee of the LEA.
 - 113 "Salaries - Secretary"** - Payment for secretary who works with the administrator, special populations coordinator, or placement coordinator and is an employee of the LEA.
 - 114 "Salaries - Interpreters"** - Payment for interpreters who are employees of the LEA.
 - 115 "Salaries - Tutors and Notetakers"** - Payment for tutors and notetakers who are employees of the LEA.
 - 116 "Salaries - Placement Coordinator"** - Payment for a placement coordinator who is an employee of the LEA.
 - 117 "Salaries - Teacher Aide/Paraprofessional"** - Payment for a teacher aide/paraprofessional who is an employee of the LEA.
 - 120 "Temporary Salaries"** - Full-time, part-time, and prorated portions of the costs for work performed by employees of the LEA who are hired on a temporary or substitute basis to perform work in temporary positions.
 - 130 "Overtime Salaries"** - Amounts paid to employees of the LEA in permanent or temporary positions for work performed in addition to the normal work period for which the employee is compensated under Regular Salaries or Temporary Salaries above.
- 200 "Employee Benefits"** - Amounts paid by the LEA on behalf of employees; these amounts are not included in the gross salary, but are over and above. Such payments are fringe benefits, and while not paid directly to the employees, nevertheless are parts of the cost (to the applicable functional areas). These costs apply to the same function number as the cost of the applicable salary. Included are employee benefits such as payments for TRS, IMRF, FICA, Medicare, life insurance, and medical insurance.

- 300 **"Purchased Services"** - Amounts paid for personal services rendered by personnel who are not on the payroll of the LEA, and other services that the LEA may purchase. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided to assist in obtaining desired results.
- 311 **"Professional Services-Administrative"** - Services provided in support of various policy-making and managerial activities of the LEA. Included would be management consulting activities oriented to general governance and business and financial management of the LEA.
- 314 **"Professional Services-Curriculum/Instructional"** - Services (2210/314) provided in support of instructional programs or activities. Included would be interpreters, tutors, notetakers, teacher aides, paraprofessionals, curriculum improvement services; any other contracted services such as consultants related to the enhancement of the teaching or instructional process; or (4100/314) teacher stipends and substitutes for improvement of instruction.
- 319 **"Other Professional and Technical Services"** - Services that are professional and technical in nature and that have not been classified above such as special populations coordinator, placement coordinator, secretary, and public relations services.
- 323 **"Repairs and Maintenance Services"** - Expenditures for repairs and maintenance services not provided directly by LEA personnel. These include contracts and agreements covering the upkeep of instructional equipment.
- 325 **"Rentals"** - Expenditures for meeting rooms and leasing or renting equipment for both temporary and long-range use of the LEA. These include lease-purchase arrangements and similar rental agreements.
- 332 **"Travel"** - Expenditures for transportation, meals, hotel, and other expenses associated with traveling or business for the LEA. Payments for "per diem" in lieu of reimbursement for subsistence (room and board) also are charged here.
- 333 **"Food-Related Expenditures"** - Expenditures for food-related expenses related to staff development, curriculum development and business and industry advisory functions, whose outcomes directly impact programs and services supported with Perkins IV grant funds.
- 339 **"Other Transportation Services"** - Transportation of students in order to facilitate access to special services such as assessment and testing.
- 340 **"Communication"** - Services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone and telegraph services as well as postage machine rental and postage.
- 350 **"Advertising"** - Expenditures for printed or broadcasted announcements in professional periodicals and newspapers or on radio and television networks related to the operation of grant projects. Costs for professional fees for

advertising or public relations services are not recorded here but are charged to professional services.

- 360 **"Printing and Binding"** - Expenditures for job printing and binding, usually according to specifications of the LEA. This includes the design and printing of forms and posters as well as printing and binding of LEA publications. Preprinted standard forms are not charged here but are recorded under Supplies and Materials.
- 380 **"Workers' and Unemployment Compensation"** - Expenditures for workers' compensation insurance and unemployment compensation insurance. (Payments for insurance such as health, life, and dental are employee benefits and charged under the "200" Objects - Employee Benefits).
- 391 **"Photocopying"** - Expenditures for duplicating materials directly related to grant projects.
- 392 **"Child Care"** - Payments to support child care costs of single parent students while participating in approved secondary CTE programs. This object code should be used only when other community resources are not available, and only for the time necessary for participation in the secondary CTE programs.
- 400 **"Supplies and Materials"** - Amounts paid for material items of an expendable nature that are consumed, worn out, or deteriorated in use or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Equipment with an acquisition cost less than \$500 is recorded here.
- 413 **"Student Supplies"** - Expenditures made for the purchase of student supplies for economically disadvantaged students.
- 414 **"Curriculum/Supplemental Instructional Materials"** - Expenditures for materials that supplement the curriculum. Software is included in object 470 below.
- 415 **"Assessment Materials"** - Expenditures for the purchase of student assessment materials.
- 470 **"Software"** - Expenditures for the purchase of computer software.
- 500 **"Capital Outlay"** - Expenditures for the acquisition of fixed assets or additions to fixed assets. Included are expenditures for initial equipment, additional equipment, and replacement of equipment.
- 541 **"Instructional Equipment"** - Tangible, nonexpendable, property (equipment) of a more or less permanent nature which is useful in carrying on the operation of the program or project with a unit cost of \$500 or more. Instructional equipment is that which is used by students to learn and meet standards and tasks for the occupations making up the CTE instructional program. General classroom furniture, equipment and any physical plant modifications are the responsibility of the local district. Equipment with an acquisition cost less than \$500 is recorded under 400 Supplies and Materials.

- 542 **"Special Adapted Equipment/Devices"** - Tangible, nonexpendable, property (special equipment or devices) of a more or less permanent nature which assists disabled students to succeed in their program of study with a unit cost of \$500 or more. Equipment with an acquisition cost less than \$500 is recorded under 400 Supplies and Materials.
- 543 **"Other Equipment"** - Tangible, nonexpendable, property of a more or less permanent nature used to support administrative services with a unit cost of \$500 or more. Equipment with an acquisition cost less than \$500 is under 400 Supplies and Materials.
- 700 **"Transfers"** - This object category does not represent a purchase; rather, it shows that funds have been transferred in some manner. Included here are transactions for moving money from one fund to another and for transmitting flow-through funds to another LEA.
- 720 **"Transits"** - Regional systems may opt to transfer funds to a member district to facilitate fiscal accountability and management. Each such transfer requires that a local budget be submitted as part of the grant application. All activities and expenditures at the local level must coincide with the regional planning decisions. The district, as a condition of receiving a transfer, agrees to comply with regional decisions and to submit all required information in a timely manner in order to ascertain progress towards the regional and state goals. Failure to meet these conditions would jeopardize future transfers.
- 800 **"Tuition"** - Expenditures to support the cost of providing CTE educational programs to single parent students. For secondary students in approved CTE instructional programs, the student's school district is required to cover tuition and transportation costs (see 105 ILSC 5/10-22.22).

PERKINS GRANT REVIEW CHECKLIST

This checklist is being provided to assist System Directors in their final review of new grants, and subsequent amendments, prior to submission to ISBE. Following the checklist will help reduce review and approval time at ISBE by ensuring that all grant and amendment submissions are complete and accurate. The checklist is for local use only and need not be included with the grant or amendment submission. Be sure to follow the steps outlined in the grant booklets and WPG software directions for recording approval of initial applications and amendments in the WPG.

- ☐ Planning and Reporting Form for Perkins IV and CTEI address' all seven Quality Components of a CTE System
- ☐ System budget summary & payment schedule complete
- ☐ System budget function & object summary complete
- ☐ System budget information pages complete
- ☐ District budget information pages complete (if 4100-700 used)
- ☐ Summary of Purchased Services complete (if 4100-311, 314, 319 or 392 used)
- ☐ Check that allocation matches budget, payment schedule, and budget function and object summary
- ☐ Check project number for accuracy
- ☐ Review System budget for appropriateness
- ☐ Verify eligibility of transit budgets (did they generate \$15,000)
- ☐ Review District budget(s) for appropriateness
- ☐ Check administrative expenditures vs. 5% admin cap
- ☐ Review payment schedule for appropriateness
- ☐ Include for salary information (100's and 300's)
 - ☐ Staff person's name (including function and object code)
 - ☐ Job title
 - ☐ % of time
 - ☐ Salary rate
- ☐ Include explanation of "Other" expenditures
 - ☐ Function/object code number
 - ☐ Function/object code name
 - ☐ Description of expected purpose
- ☐ Include Out of State request information
 - ☐ Function attending
 - ☐ Date of travel
 - ☐ Benefit to project
 - ☐ Number of travelers
 - ☐ Salary rate

APPENDIX D

FISCAL YEAR 2008

ILLINOIS POSTSECONDARY CAREER AND TECHNICAL EDUCATION PLAN GUIDELINES



THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006



**ILLINOIS COMMUNITY COLLEGE BOARD
401 EAST CAPITOL AVENUE
SPRINGFIELD, ILLINOIS 62701-1711
(217) 785-0125**

APRIL 2007

FISCAL YEAR 2008 ILLINOIS POSTSECONDARY CAREER AND TECHNICAL EDUCATION PLAN GUIDELINES

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- B. Postsecondary Perkins Budget Worksheet*
- C. Postsecondary Perkins Budget Terms and Definitions
- D. Postsecondary Perkins Program Planning & Budget Design Information
- E. ICCB Perkins Staff Team Contact Information
- F. Fiscal Year 2008 Postsecondary Perkins Annual Plan Check List
- G. Fiscal Year 2008 Postsecondary Perkins Final Reports
- H. Perkins IV Programs of Study - Overview
- I. Fiscal Year 2008 Postsecondary Perkins Federal Allocation Table

*an electronic version of Appendix B - Postsecondary Perkins Budget Worksheet - may be downloaded, edited and submitted in hard copy with your FY 2008 plan. To download the file, please visit the ICCB Postsecondary Perkins website at: <http://www.iccb.state.il.us/cte.html>

INTRODUCTION

After years of discussion, debate and development, the 109th Congress overwhelmingly passed the *Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV)* during the summer of 2006. The Senate acted on July 26, and the House followed suit on July 29. Fourteen days later, on August 12, 2006, President Bush created Public Law 109-270 when he signed the bill.

Perkins IV seeks to both build on the successes of the 1998 Perkins Act, while also focusing on certain themes found throughout the legislation. These include:

- ▶ Accountability
- ▶ Coordination within the CTE Community
- ▶ Academic and Technical Integration
- ▶ Connections between Secondary and Postsecondary Education
- ▶ Links to Business and Industry

As Representative Howard “Buck” McKeon (R-CA), Chairman of the House Education and Workforce Committee, stated in the Congressional Record on 7/27/2006:

“ . . . we’re maintaining a focus on rigorous student academic and technical achievement; we’re protecting the role of states and local communities and asking for results in exchange for the money we are already spending at the federal level; and we are seeking more opportunities for coordination between secondary and postsecondary career and technical education.”

Illinois’ Transition to Perkins IV

The Illinois Community College Board and the Illinois State Board of Education are working collaboratively to lay the groundwork for a smooth and successful transition to Perkins IV. Fiscal year 2008 will be a transition year – allowing the two agencies to collaboratively gather formal input from key stakeholders across the state.

A main component of this transition will be a series of system-wide Regional Meetings designed to engage critical CTE stakeholders in the transition process and discover new and innovative solutions to the challenges laid before us by the legislation. The cumulative information gathered at all of these meetings will then be turned over to a stakeholder Task Force for review. This group will be asked to distill what was discussed at all the meetings into a series of specific policy recommendations. These recommendations will provide the foundation upon which the two agencies will craft the full five-year plan for Perkins IV, which will be submitted to the US Department of Education at the end of FY 2008.

It is important to note that the one-year Perkins IV transition plan includes continued funding for the federal Tech Prep Consortia during the FY 2008 transition period.

SECTION 1

PLAN FORMAT AND NARRATIVE REQUIREMENTS

SECTION 1.1 - OVERVIEW OF PLAN PROCESS

The FY 2008 Local Plan Guidelines (covering the time period of July 1, 2007 through June 30, 2008) are divided into three main sections:

1. FY 2008 Program Narrative
2. Program Performance Objectives (NOTE: *Postsecondary Program Performance requirements will be announced at a later date*)
3. Program Budget

One original and three copies of the FY 2008 Career and Technical Education Plan Updates will be due at the ICCB (401 East Capitol Avenue, Springfield, IL 62701, ATTN: Robin Cunningham) on or before 4:30 p.m. May 21, 2007. All plan content submitted by the May 21 due date will be processed and, if sufficient information is provided, approved prior to the July 1, 2007 starting date. The ICCB will then forward a *Final Grant Agreement* form to the college that details specific award information and includes all required Assurances and Disbarment forms. This form must be signed by the college president and returned to the ICCB in order to activate the grant. Audits will be based on the information provided in the signed *Final Grant Agreement*.

Colleges not able to return completed plans by the May 21, 2007 deadline must apply for an extension in writing to the ICCB (ATTN: Rob Kerr, Director of Career and Technical Education) or risk having their funding denied. Extension requests must be received by the ICCB prior to May 18, 2007. Local plans received after the deadline, with an approved extension, will not be guaranteed for approval by July 1, 2007. Expenditures may not begin until the approval is received.

To avoid delays, please ensure that the following items are complete and included as part of your fiscal year 2008 Perkins plan (one original and three copies):

1. Cover Page (including: Community College Name, Community College Number, Community College Address, and Primary Perkins Administrator Contact Information)
2. Program Narrative (Response to the *Guided Questions for Narrative Development*, pages 2-3)
3. Program Budget (Postsecondary Perkins Budget Worksheet, Appendix B)

Upon receipt of the complete proposal, the identified Perkins contact will receive an e-mail message confirming all components have been received and are being evaluated. ICCB staff will then review the plan and contact the college to either 1) request more specific information, clarification and/or supporting data or 2) confirm that the proposal has been approved as submitted. Following staff approval, the ICCB will forward a *Final Grant Agreement* form to the college that details specific award information and includes all required Assurances and Disbarment forms. This form must be signed by the college president and returned to the ICCB in order to activate the grant. Audits will be based on the information provided in the signed *Final Grant Agreement*.

A final report detailing the specific activities undertaken in FY 2008 to increase the performance of CTE students and improve the quality of CTE programs will be due to the ICCB on or before October 1, 2008. See Appendix G for specific report details and reporting requirements. Final fiscal information related to the FY 2008 federal postsecondary Perkins grant will be collected electronically by the ICCB in a format to be released at a later date. The required fiscal information must be submitted electronically by October 1, 2008. A signed hard copy of the final fiscal report must be mailed to the ICCB at that time.

SECTION 1.2 - OVERVIEW OF NARRATIVE REQUIREMENTS

Section 135 (Local Uses of Funds) of the new Perkins law requires that each eligible recipient "that receives funds under this part shall use such funds to improve career and technical education programs." Nine *Required Uses of Funds*, and twenty *Permissive Uses of Funds* are specified (see Appendix A).

In order to simplify this process and direct the narrative, the ICCB has developed the *Guided Questions for Narrative Development*, each in three parts. The format for all of the questions is the same:

- Part A seeks information on a specific issue or set of issues related to college programs or initiatives.
- Part B seeks information on the outcomes the activities described in Part A are expected to achieve.
- Part C seeks information on the specific Perkins Postsecondary Core Indicators (see Section 2) that will be impacted by the outcomes listed in Part B (see page 5).

SECTION 1.3 - GUIDED QUESTIONS FOR NARRATIVE DEVELOPMENT

- I. IMPROVEMENT OF ACADEMIC AND CAREER AND TECHNICAL SKILLS OF CTE STUDENTS
 - A. In FY 2008, how will the college strengthen the academic and career and technical skills of students participating in CTE programs? Please describe the activities the college will implement to achieve the following goals:
 - 1A1. Integrate academics with CTE programs.
 - 1A2. Develop CTE programs that will provide students with strong experience in, and understanding of, all aspects of an industry, which may include WBL experiences.
 - 1A3. Develop, improve or expand the use of technology in CTE programs.
 - B. What outcomes do you expect to achieve through the activities described above?
 - C. Which core indicators will be impacted by the outcomes described above?
- II. COLLABORATIONS AND PARTNERSHIPS
 - A. In FY 2008, how will the college link CTE at the secondary and postsecondary level? Please describe the activities the college will implement to achieve the following goals:
 - 2A1. Develop and offer the relevant elements of CTE Programs of Study (NOTE: Programs of Study requirements are TBA. See Appendix H for more information).
 - 2A2. Engage advisory groups, teachers, counselors and other stakeholders in the development, implementation, and evaluation of CTE programs.
 - 2A3. Disseminate information about CTE programs to stakeholders.
 - B. What outcomes do you expect to achieve through the activities described above?
 - C. Which core indicators will be impacted by the outcomes described above?
- III. PROGRAM QUALITY AND CONTINUOUS IMPROVEMENT
 - A. In FY 2008, how will the college continuously improve the quality of CTE programs? Please describe the activities the college will implement to achieve the following goals:
 - 3A1. Develop and implement evaluations of the CTE programs, including an assessment of how the needs of special populations are being met.
 - 3A2. Initiate, improve, expand and modernize quality CTE programs.
 - 3A3. Provide services and activities that are of sufficient size, scope and quality to be effective.
 - B. What outcomes do you expect to achieve through the activities described above?
 - C. Which core indicators will be impacted by the outcomes described above?
- IV. ACCESS AND SUCCESS FOR SPECIAL POPULATIONS
 - A. In FY 2008, how will the college ensure that CTE programs are accessible by members of special populations? Please describe the activities the college will implement to achieve the following goals:
 - 4A1. Provide activities to assist special populations - including single parents and displaced homemakers who are enrolled in CTE programs - to prepare for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.
 - 4A2. Help members of special populations overcome barriers that may limit their opportunities for success.
 - 4A3. Assist and enable special populations to meet the State adjusted levels of performance.
 - B. What outcomes do you expect to achieve through the activities described above?
 - C. Which core indicators will be impacted by the outcomes described above?

V. NONTRADITIONAL TRAINING AND EMPLOYMENT

- A. In FY 2008, how will the college support training activities (such as mentoring and outreach) in nontraditional fields? Nontraditional fields refers to occupations for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation. Please describe the activities the college will implement to achieve the following goals:
- 5A1. Provide training activities to assist nontraditional students to prepare for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.
 - 5A2. Help nontraditional students overcome barriers that may limit their opportunities for success.
 - 5A3. Assist and enable nontraditional students to meet the State adjusted levels of performance.
- B. What outcomes do you expect to achieve through the activities described above?
- C. Which core indicators will be impacted by the outcomes described above?

VI. FACULTY AND STAFF PROFESSIONAL DEVELOPMENT

- A. In FY 2008, how will the college offer *comprehensive* professional development opportunities for faculty, guidance and administrative personnel who are involved in integrated CTE programs? Please describe the activities the college will implement to achieve the following goals:
- 6A1. Prepare professional development opportunities for faculty, guidance and administrative personnel on topics including:
 - 6A1-a) effective integration of academics and CTE,
 - 6A1-b) effective teaching skills based on research,
 - 6A1-c) effective practices to engage stakeholders,
 - 6A1-d) effective use of scientifically based research and data to improve instruction.
 - 6A2. Prepare professional development opportunities that will, as a whole, assist faculty, guidance and administrative personnel to stay current with all aspects of an industry and involve internship programs that provide relevant business experience.
 - 6A3. Prepare professional development opportunities that will train faculty on the effective use and application of technology.
- B. What outcomes do you expect to achieve through the activities described above?
- C. Which core indicators will be impacted by the outcomes described above?

SECTION 1.4 - COLLEGE INFORMATION

Provide current staff information for the college president and career dean (or person responsible for administering the Perkins grant) including names, titles, phone and fax numbers and e-mail addresses (if available).

In addition, information must be provided in this section on all staff (other than tutors) supported in part or fully from Perkins IV funds. Please include name (if known), position title, percentage of time supported by Perkins IV funds, total salary rate and a brief description of their responsibilities.

SECTION 2 - PROGRAM PERFORMANCE OBJECTIVES

SECTION 2.1 - OVERVIEW OF PERKINS ACCOUNTABILITY SYSTEM

Significant revisions have been made to the accountability systems of Perkins IV. While specific performance targets for the state of Illinois have not yet been negotiated with the US Department of Education, it is vital that community colleges continue to make programmatic decisions based on reliable outcome data. To that end, the ICCB is working diligently to adapt the Perkins Online Data System (PODS) to reflect the revised Perkins IV Accountability Indicator structure. This initiative is scheduled to be completed during the FY 2008 program year with input from the field. At that time, community colleges will be asked to review their performance data and respond with program improvement plans for those measures where performance is below specified levels. Forms will be made available providing further guidance.

PERKINS IV POSTSECONDARY ACCOUNTABILITY INDICATORS

- 1P1: Technical Skill Attainment
- 2P1: Credential, Certificate, or Diploma
- 3P1: Student Retention or Transfer
- 4P1: Student Placement
- 5P1: Nontraditional Participation
- 5P2: Nontraditional Completion

SECTION 3 - PROGRAM BUDGET

SECTION 3.1 - BUDGET PROCESS OVERVIEW

A Budget Worksheet form is provided in Appendix B to assist college planners in structuring an adequate and effective budget for FY 2008 Perkins funds. The worksheet breaks down uses of funds into seven Expenditure Account categories:

1. Improvement of Academic and Technical Skills of CTE Students
2. Collaborations and Partnerships
3. Program Quality and Continuous Improvement
4. Access and Success for Special Populations
5. Nontraditional Training and Employment
6. Faculty and Staff Professional Development
7. General Administration (up to 5% of total allocation)

The first six Expenditure Accounts relate directly to the *Guided Questions for Narrative Development* from Section 1 (Program Narrative) of these guidelines. The seventh, General Administration, refers to organized administrative activities that provide assistance and support to the needs of CTE students, including activities specifically designed to provide administrative or managerial support for CTE programs and any special services provided for CTE students. No more than 5% of the college's local allocation may be spent on General Administration.

Costs planned in these seven Expenditure Accounts should be applied to the specific Functional Expenditure Categories (salaries, supplies, etc.) provided. Appendix C provides further details on the Expenditure Categories and Appendix D contains sample activities for each Expenditure Account. For further, more specific expenditure definitions, please consult the July 2005 ICCB Fiscal Management Manual (<http://www.iccb.state.il.us/pdf/manuals/fmm8-05.pdf>). Definitions in the ICCB Fiscal Management Handbook are general definitions of expenditures within specific categories, and are not all necessarily appropriate uses of Perkins funds.

Upon submission and approval of the Program Narrative and Budget Worksheet, the ICCB will forward a Final Grant Agreement form to the college that details specific award information and includes all required Assurances and Disbarment forms. This form must be signed by the college president and returned to the ICCB in order to activate the grant. Audits will be based on the information provided in the signed Final Grant Agreement.

SECTION 3.2 - BUDGET MODIFICATION PROCESS

Budget modifications of up to 20% or \$10,000 (whichever is higher) of any specific line, either as an addition to or subtraction from, are allowed without ICCB approval. Budget modifications over 20% or \$10,000 (whichever is higher) of any specific line, either as an addition to or subtraction from, require prior ICCB approval. Requests for a budget modification should be made by the project director and include a revised budget worksheet (Appendix B) along with a description and justification for the amendment.

FISCAL YEAR 2008
**ILLINOIS POSTSECONDARY CAREER AND
TECHNICAL EDUCATION PLAN
APPENDICES**
◆◆◆◆
**THE CARL D. PERKINS CAREER AND
TECHNICAL EDUCATION IMPROVEMENT ACT
OF 2006**



LIST OF APPENDICES

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APPENDIX A

PERKINS IV FEDERAL REQUIRED AND PERMISSIBLE USES OF FUNDS

9 REQUIRED USES OF FUNDS (Perkins Section 135b)

Funds made available to eligible recipients under this part shall be used to support career and technical education programs that-

- (1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in -
 - (A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
 - (B) career and technical education subjects;
- (2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);
- (3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
- (4) develop, improve, or expand the use of technology in career and technical education, which may include-
 - (A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
 - (B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields;
 - © encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
- (5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including -
 - (A) in-service and preservice training on-
 - (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - (ii) effective teaching skills based on research that includes promising practices;
 - (iii) effective practices to improve parental and community involvement; and
 - (vi) effective use of scientifically based research and data to improve instruction;
 - (B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - © internship programs that provide relevant business experience; and
 - (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
- (6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including and assessment of how the needs of special populations are being met;
- (7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
- (8) provide services and activities that are of sufficient size, scope, and quality to be effective; and
- (9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

(CONTINUED)

20 PERMISSIVE USES OF FUNDS (Perkins Section 135c)

Funds made available to an eligible recipient under this title may be used -

- (1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
- (2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs that -
 - (A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
 - (B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;
- (3) for local education and business (including small business) partnerships, including for -
 - (A) work related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
 - (B) adjunct faculty arrangements for qualified industry professionals; and

© industry experience for teachers and faculty;
- (4) to provide programs for special populations;
- (5) to assist career and technical student organizations;
- (6) for mentoring and support services;
- (7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
- (8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
- (9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;
- (10) to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including -
 - (A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
 - (B) postsecondary dual and concurrent enrollment programs;

© academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and

(D) other initiatives -

 - (i) to encourage the pursuit of a baccalaureate degree; and
 - (ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
- (11) to provide activities to support entrepreneurship education and training;
- (12) for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;
- (13) to develop and support small, personalized career-themed learning communities;
- (14) to provide support for family and consumer sciences programs;
- (15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;

(CONTINUED)

- (16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training for finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.);
- (17) to support training and activities (such as mentoring and outreach) in nontraditional fields;
- (18) to provide support for training programs in automotive technologies;
- (19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include -
 - (A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
 - (B) establishing, enhancing, or supporting systems for -
 - (i) accountability data collection under this Act; or
 - (ii) reporting data under this Act;
 - © implementing career and technical programs of study described in section 122(c)(1)(A); or
 - (D) implementing technical assessments; and
- (20) to support other career and technical education activities that are consistent with the purpose of this Act.

ADMINISTRATIVE COSTS

Each eligible recipient receiving funds under this part shall not use more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.

APPENDIX B

POSTSECONDARY PERKINS BUDGET WORKSHEET

FUNCTIONAL EXPENDITURE CATEGORIES (COLUMNS A-H)

	EXPENDITURE ACCOUNTS (LINES 1-8)	SALARIES	EMPLOYEE BENEFITS	CONTRACTUAL SERVICES	GENERAL MATERIALS & SUPPLIES	TRAVEL EXPENSES	CAPITAL OUTLAY	OTHER EXPENDITURES (see * below)	TOTAL
		A	B	C	D	E	F	G	H
1	Improvement of Academic/ Technical Skills of CTE Students								
2	Collaborations and Partnerships								
3	Program Quality and Continuous Improvement								
4	Access and Success for Special Populations								
5	Nontraditional Training and Employment								
6	Faculty and Staff Professional Development								
7	General Administration**								
8	TOTAL COSTS								

*Attach a short description of any costs listed under Column G (OTHER EXPENDITURES)

** General Administration costs may not exceed 5% of the college's total allocation

All expenditures of funds must comply with the "LOCAL USES OF FUNDS" listed in Appendix A and must directly enhance, support or assist the college's Career and Technical Education students and/or programs.

Budget Modification Process: Budget modifications of up to 20% or \$10,000 (whichever is higher) of any specific line, either as an addition to or subtraction from, are allowed without ICCB approval. Budget modifications over 20% or \$10,000 (whichever is higher) of any specific line, either as an addition to or subtraction from, require prior ICCB approval.

College Name

Authorized Official (print name)

Authorized Official (signature)

date

APPENDIX C

POSTSECONDARY PERKINS BUDGET TERMS AND DEFINITIONS

Functional Expenditure Category Descriptions

- ✓ All expenditures of Perkins funds must comply with the "LOCAL USES OF FUNDS" listed in Appendix A and must directly enhance, support or assist the college's Career and Technical Education students and/or programs.
- ✓ For further, more specific expenditure definitions, please consult the July 2005 ICCB Fiscal Management Manual (<http://www.iccb.state.il.us/pdf/manuals/fmm8-05.pdf>). *Definitions in the ICCB Fiscal Management Handbook are general definitions of expenditures within specific categories, and are not all necessarily appropriate uses of Perkins funds.*

SALARIES 00-0000-51000-00

Salaries and wages paid to an employee, before any deductions, for personal services rendered to the community college district. Information must be provided on all staff (other than tutors) supported in part or fully from Perkins IV funds. Please refer to Section 1.3 for more information. Positions supported may include:

- Administrative staff
- Professional/technical staff
- Academic support staff/Clerical staff
- Student employees

EMPLOYEE BENEFITS 00-0000-52000-00

The cost of all employee benefits, including the portion of insurance paid for by the college (not including the portion withheld from the employee's wages when both the employee and the college contribute toward the benefit).

CONTRACTUAL SERVICES 00-0000-53000-00

Charges for services rendered by firms or persons not employed by the local board of trustees. Services may include:

- Audit Services
- Consultants
- Office Services
- Instructional Service Contracts
- Other Contractual Services

GENERAL MATERIALS AND SUPPLIES 0000-54000-00

Costs of all general materials and supplies. Materials may include:

- Office, Instructional, or Library Supplies and Materials
- Other Supplies
- Printing
- Audio/Visual Materials
- Computer software
- Postage
- Books & Binding Costs
- Publications and Dues
- Advertising

TRAVEL AND CONFERENCE/MEETING EXPENSE 00-0000-55000-00

Travel costs may include:

- Conference/Meeting Expense
- Travel--In State and Out of State

CAPITAL OUTLAY 00-0000-58000-00

Capital outlay includes all expenditures for fixed and moveable equipment. May include costs for office and instructional equipment.

OTHER EXPENDITURES 00-00005900-00

Costs must apply to CTE students or programs. Please include a short description of any costs listed under the this Functional Expenditure Category. All expenditures of Perkins funds must comply with the "LOCAL USES OF FUNDS" listed in Appendix A and must directly enhance, support or assist the college's Career and Technical Education students and/or programs.

APPENDIX D

POSTSECONDARY PERKINS

PROGRAM PLANNING & BUDGET DESIGN INFORMATION

The following information is provided for your assistance in program planning and budget design.

Guided Question/Expenditure Account #1: Improvement of Academic and Technical Skills of CTE Students

Examples of sample associated activities:

- Strengthening the academic, and vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects.
- Providing students with strong experience in and understanding of all aspects of an industry.
- Providing vocational and technical education students with the academic, and vocational and technical skills that lead to entry into the high technology and telecommunications field.
- Providing career guidance and academic counseling for students participating in vocational and technical education programs.
- Providing work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs.
- Developing and supporting mentoring and support services.
- Providing vocational and technical education programs for adults and school dropouts to complete their secondary school education.
- Providing assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education.

Guided Question/Expenditure Account #2: Collaborations and Partnerships

Examples of sample associated activities:

- Encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs.
- Linking secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech-prep programs.
- Involving parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of vocational and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs.
- Developing and supporting local education and business partnerships.
- Assisting vocational and technical student organizations.
- Providing support for family and consumer sciences programs.

Guided Question/Expenditure Account #3: Program Quality and Continuous Improvement

Examples of sample associated activities:

- Developing and implementing evaluations of the vocational and technical education programs carried out with Perkins funds.
- Initiating, improving, expanding, and modernizing quality vocational and technical education programs.
- Providing services and activities that are of sufficient size, scope, and quality to be effective.
- Leasing, purchasing, upgrading or adapting equipment, including instructional aides.
- Improving or developing new vocational and technical education courses.
- Supporting other vocational and technical education activities that are consistent with the purpose of Perkins IV.

Guided Question/Expenditure Account #4: Access and Success for Special Populations

Examples of sample associated activities:

- Providing programs for special populations.
- Developing and implementing evaluations of the vocational and technical education programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.

(CONTINUED)

Guided Question/Expenditure Account #5: Nontraditional Training and Employment

Examples of sample associated activities:

- Supporting nontraditional training and employment activities.
- Providing career guidance and academic counseling for students participating in vocational and technical education programs.

Guided Question/Expenditure Account #6: Faculty and Staff Professional Development

Examples of sample associated activities:

- Developing, improving, or expanding the use of technology in vocational and technical education, including the training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning.
- Providing professional development programs to teachers, counselors, and administrators, that include:
 - A. inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
 - B. support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - C. internship programs that provide business experience to teachers; and
 - D. programs designed to train teachers specifically in the use and application of technology.
- Developing and supporting teacher preparation programs that assist individuals who are interested in becoming vocational and technical education instructors, including individuals with experience in business and industry.

Expenditure Account #7: General Administration

Examples of sample associated activities:

- Organized administrative activities that provide assistance and support to the needs of CTE students, including activities specifically designed to provide administrative or managerial support for CTE programs and any special services provided for CTE students.

APPENDIX E

ICCB PERKINS STAFF TEAM CONTACT INFORMATION

ICCB Address:
401 East Capitol Avenue
Springfield IL 62701-1711
Fax: 217.785.0090

PERKINS LEADERSHIP TEAM:

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PERKINS REGIONAL CONSULTANTS:

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APPENDIX F
FISCAL YEAR 2008 POSTSECONDARY PERKINS
ANNUAL PLAN CHECK LIST

Please provide the following information on the cover of your FY 2008 Postsecondary Perkins grant proposal:

- Community College Name
- Community College Number
- Community College Address
- Primary Perkins Contact Information (name, e-mail and phone/fax number)

One original and three copies of the Fiscal Year 2008 Postsecondary Career and Technical Education Plan must be submitted to the Illinois Community College Board by May 21, 2007. For proposal format or submission questions please contact Rob Kerr at rob.kerr@illinois.gov or (217) 785-0068.

The following items are required as part of your FY 2008 local plan submission:

Section 1	Program Narrative
	----- Response to Guided Questions (pages 3-4)
	NOTE: each question has three parts
	----- 1. Improvement of Academic and Technical Skills of CTE Students
	----- 2. Collaborations and Partnerships
	----- 3. Program Quality and Continuous Improvement
	----- 4. Access and Success for Special Populations
	----- 5. Nontraditional Training and Employment
	----- 6. Faculty and Staff Professional Development
	----- College Information (page 3)
Section 2	Program Performance Objectives
	<i>Postsecondary Program Performance requirements will be announced at a later date</i>
Section 3	Program Budget
	----- Postsecondary Perkins Budget Worksheet (Appendix B),
	<u>signed by authorized official</u>

Submit one original and three copies of your FY 2008 plan
by May 21, 2007 to:

THE ILLINOIS COMMUNITY COLLEGE BOARD
401 EAST CAPITOL AVENUE
SPRINGFIELD, ILLINOIS 62701
ATTN: ROBIN CUNNINGHAM

APPENDIX G

FISCAL YEAR 2008 POSTSECONDARY PERKINS FINAL REPORTS

By October 1, 2008, federal Postsecondary Perkins grant recipients are required to submit the following final reports:

- 1) Final Programmatic Report
- 2) Final Fiscal Report

Final Programmatic Report - Due October 1, 2008

Forward the completed final programmatic report to:

The Illinois Community College Board

401 East Capitol Avenue

Springfield, IL 62701

ATTN: Robin Cunningham

Please respond in full to each of the two Final Programmatic Report sections (below)

SECTION 1: Activities and Outcomes

SECTION 2: Barriers and Best Practices

SECTION 1: Activities and Outcomes

I. IMPROVEMENT OF ACADEMIC AND CAREER AND TECHNICAL SKILLS OF CTE STUDENTS

- A. How did the college strengthen the academic and career and technical skills of students participating in CTE programs? Please describe the activities the college implemented to achieve the following goals:
 - 1A1. Integrate academics with CTE programs.
 - 1A2. Develop CTE programs that will provide students with strong experience in, and understanding of, all aspects of an industry, which may include WBL experiences.
 - 1A3. Develop, improve or expand the use of technology in CTE programs.
- B. What outcomes were achieved - *or do you expect to achieve* - through the activities described above?

II. COLLABORATIONS AND PARTNERSHIPS

- A. How did the college link CTE at the secondary and postsecondary level? Please describe the activities the college implemented to achieve the following goals:
 - 2A1. Develop and offer the relevant elements of CTE Programs of Study.
 - 2A2. Engage advisory groups, teachers, counselors and other stakeholders in the development, implementation, and evaluation of CTE programs.
 - 2A3. Disseminate information about CTE programs to stakeholders.
- B. What outcomes were achieved - *or do you expect to achieve* - through the activities described above?

III. PROGRAM QUALITY AND CONTINUOUS IMPROVEMENT

- A. How did the college continuously improve the quality of CTE programs? Please describe the activities the college implemented to achieve the following goals:
 - 3A1. Develop and implement evaluations of the CTE programs, including an assessment of how the needs of special populations are being met.
 - 3A2. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.
 - 3A3. Provide services and activities that are of sufficient size, scope and quality to be effective.
- B. What outcomes were achieved - *or do you expect to achieve* - through the activities described above?

IV. ACCESS AND SUCCESS FOR SPECIAL POPULATIONS

- A. How did the college ensure that CTE programs are accessible by members of special populations? Please describe the activities the college implemented to achieve the following goals:
 - 4A1. Provide activities to assist special populations - including single parents and displaced homemakers who are enrolled in CTE programs - to prepare for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.
 - 4A2. Help members of special populations overcome barriers that may limit their opportunities for success.
 - 4A3. Assist and enable special populations to meet the State adjusted levels of performance.
- B. What outcomes were achieved - *or do you expect to achieve* - through the activities described above?

(CONTINUED)

V. NONTRADITIONAL TRAINING AND EMPLOYMENT

- A. How did the college support training activities in nontraditional fields? Please describe the activities the college implemented to achieve the following goals:
- 5A1. Provide training activities to assist nontraditional students to prepare for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.
 - 5A2. Help members of nontraditional students overcome barriers that may limit their opportunities for success.
 - 5A3. Assist and enable nontraditional students to meet the State adjusted levels of performance.
- B. What outcomes were achieved - *or do you expect to achieve* - through the activities described above?

VI. FACULTY AND STAFF PROFESSIONAL DEVELOPMENT

- A. How did the college offer *comprehensive* professional development opportunities for faculty, guidance and administrative personnel who are involved in integrated CTE programs? Please describe the activities the college implemented to achieve the following goals:
- 6A1. Prepare professional development opportunities for faculty, guidance and administrative personnel on topics including:
 - 6A1-a) effective integration of academics and CTE,
 - 6A1-b) effective teaching skills based on research,
 - 6A1-c) effective practices to engage stakeholders,
 - 6A1-d) effective use of scientifically based research and data to improve instruction.
 - 6A2. Prepare professional development opportunities that will, as a whole, assist faculty, guidance and administrative personnel to stay current with all aspects of an industry and involve internships programs that provide relevant business experience.
 - 6A3. Prepare professional development opportunities that will train faculty on the effective use and application of technology.
- B. What outcomes were achieved - *or do you expect to achieve* - through the activities described above?

SECTION 2: Barriers and Best Practices

- I. Please describe any barriers to success the college encountered in Perkins program activities during FY 2006.
- II. Please identify the successful CTE programs - *or Best Practices* - implemented or continued at the college in FY 2008.

Final Fiscal Report - Due October 1, 2008

Final fiscal information related to the FY 2008 federal postsecondary Perkins grant will be collected electronically by the ICCB in a format to be released at a later date. This information must be submitted electronically by October 1, 2008 and followed up with a signed hard copy.

APPENDIX H

PERKINS IV PROGRAMS OF STUDY - OVERVIEW

Perkins IV emphasizes the need to connect and align secondary and postsecondary CTE programs. This goal is addressed throughout the law – and most evidently by the new requirement that all Perkins recipients offer Programs of Study.

“One of the unique attributes of vocational and technical education programs is their ability to show students a path that could end in a certificate, credential, employment, military or postsecondary education . . . Along this same track, we include a new requirement for state development of career and technical programs of study for career and technical program areas. These sequences of courses will incorporate a nonduplicative progression of both secondary and postsecondary elements which will include both academic and vocational and technical content . . . I believe this will also help drive program improvements by ensuring that states clarify the progression of academic and vocational technical courses needed for the postsecondary education, training or employment of a student’s choice.”

Representative Michael Castle (R-DE)
Floor Speech - July 27, 2006

Overview

Programs of Study:

- incorporate and align secondary and postsecondary education;
- include academic & CTE content in a coordinated, non-duplicative progression of courses;
- may include the opportunity for secondary students to acquire postsecondary credits;
- lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;
- identify and address current or emerging occupational opportunities;
- build on Tech Prep/career pathways;

The Law

From the *Carl D. Perkins Act of 2006*, Section 122 (c)(1)(A)

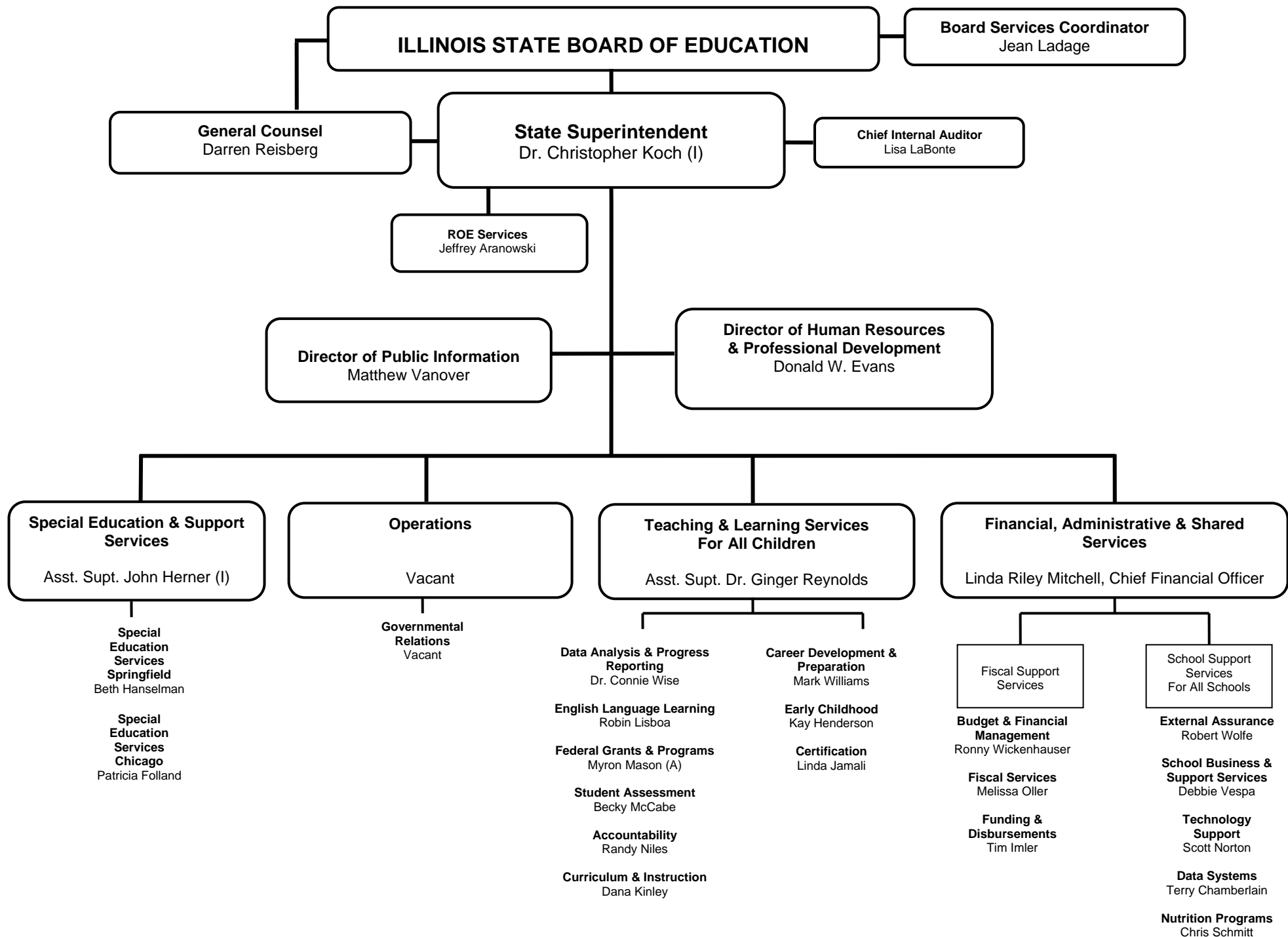
Career and technical programs of study, adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that:

1. incorporates secondary education and postsecondary education elements;
2. includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
3. may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
4. leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

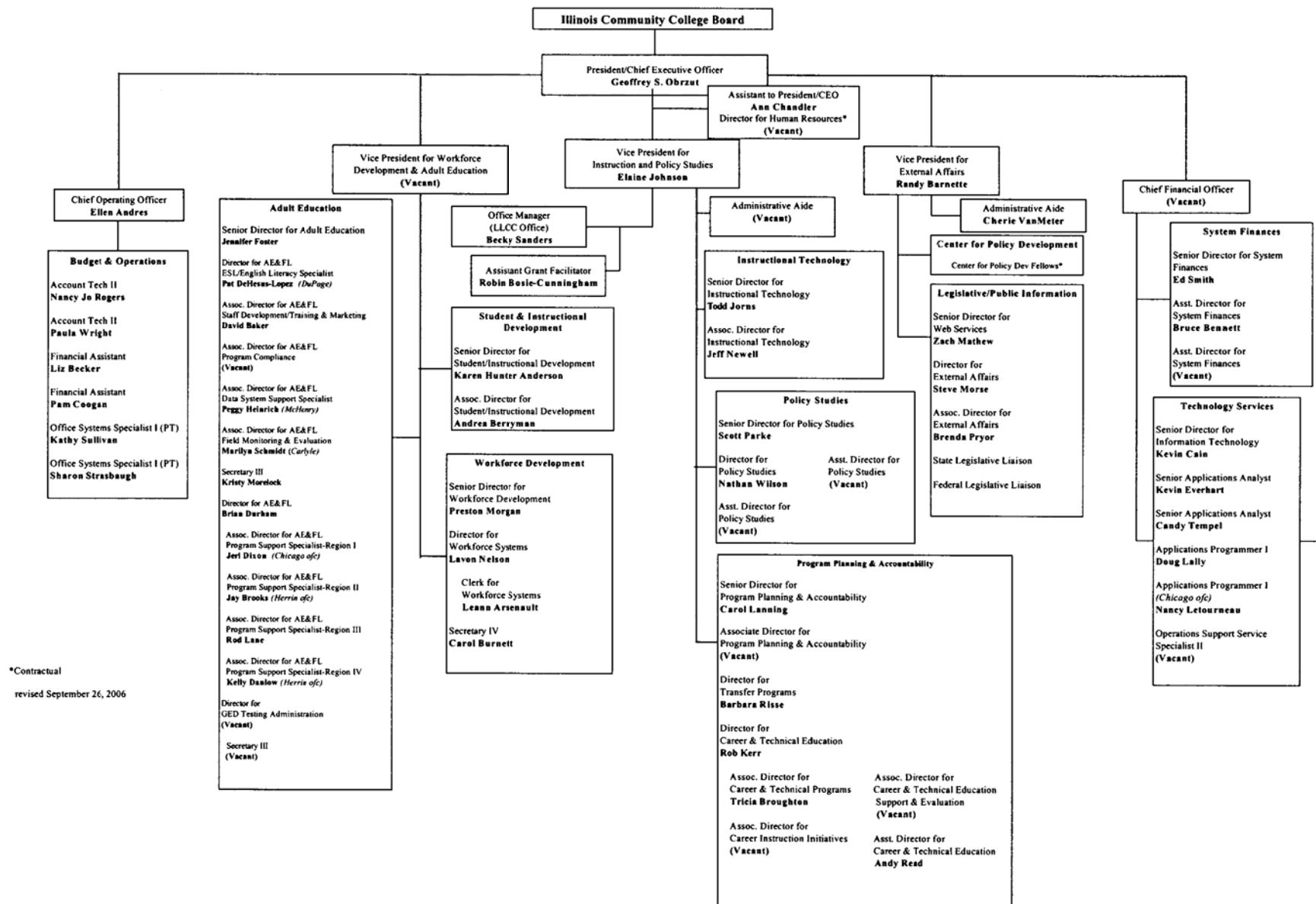
APPENDIX I
FISCAL YEAR 2008 POSTSECONDARY PERKINS
FEDERAL ALLOCATION TABLE (REVISED RELEASE)

Community College	FY 2008 PRELIMINARY Allocation	2005-2006 Pell Count	FY 2008 REVISED Allocation	change
BLACK HAWK COLLEGE	\$441,151	2,388	\$ 441,296	\$ 145
CARL SANDBURG COLLEGE	\$254,198	1,376	\$ 254,281	\$ 83
CITY COLLEGES OF CHICAGO	\$3,536,416	19,143	\$ 3,537,577	\$ 1,161
DANVILLE AREA COMMUNITY COLLEGE	\$175,500	950	\$ 175,558	\$ 58
DUPAGE, COLLEGE OF	\$592,636	3,208	\$ 592,830	\$ 195
ELGIN COMMUNITY COLLEGE	\$281,354	1,523	\$ 281,446	\$ 92
HARPER COLLEGE, WILLIAM RAINEY	\$366,148	1,982	\$ 366,268	\$ 120
HEARTLAND COMMUNITY COLLEGE	\$264,358	1,431	\$ 264,445	\$ 87
HIGHLAND COMMUNITY COLLEGE	\$153,701	832	\$ 153,751	\$ 50
ILLINOIS CENTRAL COLLEGE	\$528,347	2,860	\$ 528,521	\$ 173
ILLINOIS EASTERN COMMUNITY COLLEGES	\$298,350	1,615	\$ 298,448	\$ 98
ILLINOIS VALLEY COMMUNITY COLLEGE	\$187,323	1,014	\$ 187,385	\$ 62
JOHN A. LOGAN COLLEGE	\$312,205	1,690	\$ 312,308	\$ 103
JOHN WOOD COMMUNITY COLLEGE	\$218,913	1,185	\$ 218,985	\$ 72
JOLIET JUNIOR COLLEGE	\$328,277	1,777	\$ 328,385	\$ 108
KANKAKEE COMMUNITY COLLEGE	\$149,637	810	\$ 149,686	\$ 49
KASKASKIA COLLEGE	\$263,250	1,425	\$ 263,336	\$ 86
KISHWAUKEE COLLEGE	\$188,432	1,020	\$ 188,493	\$ 62
LAKE COUNTY, COLLEGE OF	\$382,220	2,069	\$ 382,346	\$ 125
LAKE LAND COLLEGE	\$307,587	1,665	\$ 307,688	\$ 101
LEWIS & CLARK COMMUNITY COLLEGE	\$336,960	1,824	\$ 337,071	\$ 111
LINCOLN LAND COMMUNITY COLLEGE	\$354,140	1,917	\$ 354,257	\$ 116
MCHENRY COUNTY COLLEGE	\$137,814	746	\$ 137,859	\$ 45
MORAIN VALLEY COMMUNITY COLLEGE	\$473,480	2,563	\$ 473,636	\$ 155
MORTON COLLEGE	\$302,414	1,637	\$ 302,513	\$ 99
OAKTON COMMUNITY COLLEGE	\$245,700	1,330	\$ 245,781	\$ 81
PARKLAND COLLEGE	\$444,107	2,404	\$ 444,253	\$ 146
PRAIRIE STATE COLLEGE	\$341,024	1,846	\$ 341,136	\$ 112
REND LAKE COLLEGE	\$202,656	1,097	\$ 202,723	\$ 67
RICHLAND COMMUNITY COLLEGE	\$180,303	976	\$ 180,362	\$ 59
ROCK VALLEY COLLEGE	\$346,751	1,877	\$ 346,865	\$ 114
SAUK VALLEY COMMUNITY COLLEGE	\$162,199	878	\$ 162,252	\$ 53
SHAWNEE COMMUNITY COLLEGE	\$220,206	1,192	\$ 220,279	\$ 72
SOUTH SUBURBAN COLLEGE	\$835,010	4,520	\$ 835,284	\$ 274
SOUTHEASTERN ILLINOIS COLLEGE	\$131,533	712	\$ 131,576	\$ 43
SOUTHWESTERN ILLINOIS COLLEGE	\$683,711	3,701	\$ 683,935	\$ 224
SPOON RIVER COLLEGE	\$116,199	629	\$ 116,238	\$ 38
TRITON COLLEGE	\$426,927	2,311	\$ 427,067	\$ 140
WAUBONSEE COMMUNITY COLLEGE	\$162,384	879	\$ 162,437	\$ 53
Total	\$15,355,690	83,002	\$ 15,338,556	\$ -17,134

APPENDIX E



APPENDIX F



*Contractual

revised September 26, 2006

APPENDIX G

Federal Fiscal Year 2007/State Fiscal Year 2008
Tech Prep Allocations

TP Con. #	Tech Prep Consortium	FY2007 Allocation	FY2008 Preliminary Allocation	Change
7070	Career Development System	\$88,520	\$86,801	-1719
7060	Career Preparation Network	\$66,177	\$64,892	-1285
5080	CCC/CPS	\$505,362	\$495,550	-9812
5070	Danville	\$63,398	\$62,167	-1231
7100	DAOES/COD	\$206,402	\$202,395	-4007
7030	Des Plains Valley TP	\$77,940	\$76,427	-1513
5090	Elgin CC TP	\$98,149	\$96,243	-1906
7470	ESL Regional Voc. System	\$48,338	\$47,399	-939
7540	Franklin Co. Reg. Del. TP	\$67,910	\$66,591	-1319
7360	Heartland /McLean/DeWitt	\$90,431	\$88,675	-1756
7390	Heartland Region TP/Richland	\$67,325	\$66,018	-1307
5190	Highland Area TP	\$69,789	\$68,434	-1355
1000	IDHS/ORS	\$42,477	\$41,652	-825
5290	IL Eastern TP Cons.	\$76,459	\$74,974	-1485
5130	Ill. Valley/SRAVTE	\$72,648	\$71,237	-1411
5300	John A. Logan TP	\$66,536	\$65,244	-1292
5250	Joliet J.C/TREES	\$136,646	\$133,993	-2653
5200	Kankakee/Iroquois TP	\$70,063	\$68,703	-1360
5010	Kaskaskia	\$67,076	\$65,774	-1302
7180	Kishwaukee Education TP	\$58,913	\$57,769	-1144
7090	Lake Co. AVS	\$160,889	\$157,765	-3124
5170	Lakeland/EIEFES	\$110,823	\$108,671	-2152
5260	Lincoln Land TP Partner.	\$134,835	\$132,217	-2618
5280	McHenry Co. TP	\$83,860	\$82,232	-1628
7050	Moraine Area Career System	\$91,922	\$90,137	-1785
7040	Morton Region TP Cons.	\$51,037	\$50,046	-991
5120	N.W. Suburban ETC	\$131,883	\$129,322	-2561
7020	NSERVE Region TP Con.	\$110,100	\$107,962	-2138
7340	Parkland College TP	\$95,673	\$93,815	-1858
7220	Quad City/Tri County	\$95,848	\$93,987	-1861
5360	River Bend TP/Lewis & Clark	\$96,076	\$94,211	-1865
5110	RVC/CEANCI	\$105,138	\$103,097	-2041
5060	Sauk Valley/WHTSD	\$66,911	\$65,612	-1299
5310	Shawnee TP	\$57,856	\$56,733	-1123
7555	Southeastern Ill. TP Cons	\$59,634	\$58,476	-1158
5220	Southwestern IL TP	\$110,999	\$108,844	-2155
5140	Tech Prep for Central Illinois	\$133,661	\$131,066	-2595
7140	VALEES	\$93,557	\$91,741	-1816
7280	West Central Illinois	\$110,185	\$108,046	-2139
7250	West Central Reg/J. Wood	\$63,677	\$62,441	-1236
	Total	\$4,005,123	\$3,927,359	-77764

FY08 Award \$3,927,360

FY08 Total \$3,927,360
Increase \$0

APPENDIX H

FISCAL YEAR 2008
ILLINOIS TECH PREP CONSORTIUM
GRANT GUIDELINES

**THE CARL D. PERKINS CAREER AND TECHNICAL
EDUCATION IMPROVEMENT ACT OF 2006 - TITLE II**



**ILLINOIS COMMUNITY COLLEGE BOARD
401 EAST CAPITOL AVENUE
SPRINGFIELD, ILLINOIS 62701-1711
(217) 785-0125**

APRIL 2007

FISCAL YEAR 2008
ILLINOIS TECH PREP CONSORTIUM
GRANT GUIDELINES

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Program Definitions	3
Proposal Format and Award Process	5
Annual Plan Requirements	6
Budget and Fiscal Information	8
Tech Prep Programs of Study Development Process	9
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LIST OF ATTACHMENTS

- A. Illinois Tech Prep Components
- B. Project Profile Worksheet
- C. Tech Prep Annual Plan Worksheets
- D. Fiscal Year 2008 Tech Prep Consortium Budget Worksheet
- E. Fiscal Year 2008 Tech Prep Transit Entity Annual Plan and Budget Worksheet
- F. Grant Proposal Check List
- G. Fiscal Year 2008 Tech Prep Consortium Final Reports
- H. Illinois Community College Board Tech Prep Staff Contact Information

NOTE: Electronic versions of all necessary forms may be downloaded,
edited and submitted in hard copy with your FY 2008 plan. For
more information, please visit the iccb Illinois tech prep website
. www.iccb.org/techprep

PROGRAM BACKGROUND

PERKINS REAUTHORIZATION

After years of discussion, debate and development, the 109th Congress overwhelmingly passed the *Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV)* during the summer of 2006. The Senate acted on July 26, and the House followed suit on July 29. Fourteen days later, on August 12, 2006, President Bush created Public Law 109-270 when he signed the bill.

Perkins IV seeks to both build on the successes of the 1998 Perkins Act, while also focusing on certain themes found throughout the legislation. These include:

- ▶ Accountability
- ▶ Coordination within the CTE Community
- ▶ Academic and Technical Integration
- ▶ Connections between Secondary and Postsecondary Education
- ▶ Links to Business and Industry

As Representative Howard “Buck” McKeon (R-CA), Chairman of the House Education and Workforce Committee, stated in the Congressional Record on 7/27/2006:

“... we’re maintaining a focus on rigorous student academic and technical achievement; we’re protecting the role of states and local communities and asking for results in exchange for the money we are already spending at the federal level; and we are seeking more opportunities for coordination between secondary and postsecondary career and technical education.”

ILLINOIS’ TRANSITION TO PERKINS IV

The Illinois Community College Board and the Illinois State Board of Education are working collaboratively to lay the groundwork for a smooth and successful transition to Perkins IV. Fiscal year 2008 will be a transition year – allowing the two agencies to collaboratively gather formal input from key stakeholders across the state.

A main component of this transition will be a series of system-wide Regional Meetings designed to engage critical CTE stakeholders in the transition process and discover new and innovative solutions to the challenges laid before us by the legislation. The cumulative information gathered at all of these meetings will then be turned over to a stakeholder Task Force for review. This group will be asked to distill what was discussed at all the meetings into a series of specific policy recommendations. These recommendations will provide the foundation upon which the two agencies will craft the full five-year plan for Perkins IV, which will be submitted to the US Department of Education at the end of FY 2008.

Tech Prep in Perkins IV - Significant change is potentially in store for Title II-Tech Prep Consortia under Perkins IV. The new legislation gives states the flexibility to maintain Title II funding to the established Consortia, or consolidate some or all of the funds into the Title I grants to secondary CTE systems and community colleges. Illinois will proactively address this issue throughout the FY08 Transition period. The ICCB is committed to fully supporting a system that truly reflects the enhanced level of collaboration called for in Perkins IV. How Illinois can best address this requirement is yet to be determined. However, it is important to note that the one-year Perkins IV transition plan includes continued funding for Title II Tech Prep Consortium activities throughout all of FY 2008.

TECH PREP OVERVIEW

Tech Prep in Illinois has grown progressively since its inception in 1990, developing into a highly regarded initiative involving all 39 public community college districts, all 59 regional vocational systems and over 500 high schools.

Tech Prep is built upon three critical components intended to support consortia in the development of seamless pathways that prepare students for high-wage, high-demand careers:

1. Linkages between academic and career and technical educators;
2. Articulation between secondary and postsecondary education;
3. Collaboration between educators and the business community.

The following grant continuation guidelines have been designed to address the specific legislative requirements of Tech Prep and assist consortia to plan, implement and evaluate high quality Tech Prep programs. Prior to making

application for funds, consortium leaders are encouraged to consult the following state and national sources in order to better understand the purpose and requirements of Tech Prep in Illinois:

- Illinois Tech Prep Website
..... www.iccb.org/techprep
- U.S. Department of Education
Specific Tech Prep elements and outcomes as defined in federal legislation.
..... <http://www.ed.gov/offices/OVAE/CTE/techprep.html>
- U.S. Department of Education
Information on career and technical education including Perkins IV, federal performance accountability systems, and nontraditional training and employment statistics.
..... <http://www.ed.gov/offices/OVAE/CTE/legis.html>
- State of Illinois
Illinois State Plan for Career and Technical Education
..... <http://isbe.net/partnerships/Perkins/state%20plan%204-01-00.doc>
- The National Association of Tech Prep Leadership
A good source of information on various Tech Prep models throughout the country. While not specific to Illinois' policies and programs, it does provide consortia a national perspective and access to Tech Prep peers throughout the county.
..... www.NATPL.org

PROGRAM DEFINITIONS

Perkins IV offers a refined vision of Tech Prep, and also provides more specific program level definitions (excerpted from Perkins IV, Section 203).

TECH PREP STUDENT

- Secondary: A Secondary Tech Prep student is a student who has enrolled in 2 courses in the secondary education component of a Tech Prep program.
- Postsecondary: A Postsecondary Tech Prep student is a student who has completed the secondary education component of a Tech Prep program AND has enrolled in the postsecondary education component of a Tech Prep program at a consortium institution of higher education.

CONSORTIUM-LEVEL ARTICULATION

Tech Prep programs shall be carried out under articulation agreements between the participants in the consortium. Tech Prep programs shall coordinate with activities conducted under Perkins IV Title I.

TECH PREP PROGRAMS OF STUDY

Tech Prep programs shall consist of a Program of Study that:

1. Combines a minimum of 2 years of secondary education with a minimum of 2 years of postsecondary education (or 2 year apprenticeship program) in a nonduplicative, sequential course of study
2. Integrates academic and career and technical education instruction, and utilizes work-based learning (where appropriate and/or available);
3. Provides technical preparation in a career field, including high skill, high wage or high demand occupations;
4. Builds student competence in technical skills and in core academic subjects (as appropriate) through applied, contextual, and integrated instruction in a coherent sequence of courses;
5. Leads to technical skill proficiency, an industry-recognized credential, a certificate or a degree, in a specific career field;
6. Leads to placement in high skill or high wage employment, or to further education; and
7. Utilizes career and technical education programs of study, to the extent practicable.

Tech Prep Consortia shall develop Tech Prep Programs for secondary education and postsecondary education that:

1. Meet state academic standards;
2. Link secondary schools and community colleges, and if possible and practicable, 4 years colleges and universities, through—
 - A. Nonduplicative sequences of courses in career fields;
 - B. The use of articulation agreements; and
 - C. The investigation of opportunities for secondary Tech Prep students to participate in dual credit/dual enrollment coursework;
3. Use, if appropriate and available, work-based learning experiences in conjunction with business and all aspects of an industry; and
4. Use educational technology and distance learning, as appropriate, to involve all the participants in the consortium more fully in the development and operation of programs.

All Aspects of an Industry refers to strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.

INSERVICE TRAINING

Tech Prep programs shall include in-service professional development for teachers, faculty, and administrators that:

1. Supports effective implementation of Tech Prep programs;
2. Supports joint training in the Tech Prep consortium;
3. Supports the needs, expectations, and methods of business and all aspects of an industry;
4. Supports the use of contextual and applied curricula, instruction, and assessment;
5. Supports the use and application of technology; and
6. Assists in accessing and utilizing data, and information of student achievement, including assessments.

Tech Prep programs shall include professional development programs for counselors designed to enable counselors to more effectively:

1. Provide information to students regarding Tech Prep programs;
2. Support student progress in completing Tech Prep programs, which may include the use of ICPs;
3. Provide information on related employment opportunities;
4. Ensure that students are placed in appropriate employment or further postsecondary education;
5. Stay current with the needs, expectations, and methods of business and all aspects of an industry; and
6. Provide comprehensive career guidance and academic counseling to participating students, including special populations.

EQUAL ACCESS FOR SPECIAL POPULATIONS

Tech Prep programs shall provide equal access, to the full range of technical preparation programs, to individuals who are members of special populations, including the development of Tech Prep program services appropriate to the needs of special populations.

Special Populations refers to:

1. Individuals with disabilities;
2. Individuals from economically disadvantaged families, including foster children;
3. Individuals preparing for nontraditional fields (nontraditional fields refers to occupations for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation);
4. Single parents, including single pregnant women;
5. Displaced homemakers; and
6. Individuals with limited English proficiencies.

PREPARATORY SERVICES

Tech Prep programs shall provide for preparatory services that assist participants in Tech Prep programs.

PROPOSAL FORMAT AND AWARD PROCESS

One original and three copies of the Fiscal Year 2008 Tech Prep program proposal must be submitted to the Illinois Community College Board by May 14, 2007. The amount of federal Tech Prep funds allocated to each consortium will be communicated through a grant award letter sent separately to the project director. For proposal format or submission questions please contact Rob Kerr at rob.kerr@illinois.gov or (217) 785-0068.

To avoid delays, please ensure that the following five items are complete and included as part of your fiscal year 2008 Tech Prep Consortium proposal (one original and three copies):

1. Grant Proposal Cover Sheet (see Attachment G for specifications)
2. Project Profile Worksheet (see Attachment B)
3. Tech Prep Annual Plan Worksheets (Attachment C)
4. Fiscal Year 2008 Tech Prep Consortium Budget Worksheet (for budget form, Attachment D; for consortium allocation, see Attachment I)
5. Fiscal Year 2008 Transit Entity Annual Plan and Budget Worksheets, *if necessary* (Attachment E)

Consortia not able to return completed plans by the May 14, 2007 deadline must apply for an extension in writing to the ICCB (ATTN: Rob Kerr, Director of Career and Technical Education) or risk having their funding denied. Extension requests must be received by the ICCB prior to May 11, 2007. Plans received after the deadline, with an approved extension, will not be guaranteed for approval by July 1, 2007. Expenditures may not begin until the approval is received.

Upon receipt of the complete proposal--

1. The consortium director will receive an e-mail message confirming all components have been received and are being evaluated.
2. ICCB staff will then review the proposal and contact the consortium director to either:
 - A) request more specific information, clarification and/or supporting data or
 - B) confirm that the proposal has been approved as submitted.
3. Following staff approval, the ICCB will forward to the consortium director the *final grant agreement form* which includes:
 - A) all the requisite certification and assurance forms,
 - B) the approved budget (including information on financial drawdown methods and other fiscal procedures), and
 - C) the scope of work (as submitted in the proposal).

The final grant agreement form must be signed by the official of the fiscal agent that is authorized to submit the proposal (e.g., Community College President, Superintendent, or Board Officer) and returned to the ICCB in order to activate the grant. Audits will be based on the information provided in the signed Grant Agreement.

ANNUAL PLAN REQUIREMENTS

Each consortium must submit an Annual Plan that describes activities that will be undertaken to address the six *Tech Prep Components* (see Attachment A).

1. Consortium-Level Articulation
2. Tech Prep Programs of Study
3. Inservice Training
4. Equal Access for Special Populations
5. Linkages and Program Innovation
6. Preparatory Services

These Components are designed to encompass all applicable federal grant requirements (including all secondary and postsecondary core performance indicators established by Perkins IV) and assist consortia to plan, implement and evaluate high quality Tech Prep programs.

All proposed Tech Prep activities and expenditures for fiscal year 2008 must directly support one or more of the Components, as well as continuous program improvement. In instances where activities support the goals of Tech Prep but are not designed *exclusively* for Tech Prep students enrolled in approved Tech Prep programs, an appropriate portion of the costs for the activities may be supported with Tech Prep funds.

ELIGIBLE USES OF FUNDS

Federal funds allocated to consortia may only be used:

- to support consortium-wide activities and
- to provide services or activities to students in the 9th grade or higher.

ON-SITE REVIEW FOLLOW-UP

Consortia must address the recommendations of their most recent Tech Prep on-site review visit in their annual plan. Activities that have been initiated as a result of the review team's findings should be marked in bold print.

TRANSIT ENTITIES REQUIREMENTS

The Consortium Annual Plan includes all activities undertaken in support of one or more of the six Tech Prep Components. Funds may be distributed to individual schools and/or colleges to conduct consortium-wide activities related to, and in support of, the consortium's Annual Plan. Funds may only be transited to high schools and/or community colleges that have established Tech Prep sequences with the consortium. Additionally, only those activities which will benefit the entire consortium (i.e., "consortium-wide activities") may be supported by federal Tech Prep funds.

Each entity that receives transit funds must submit a completed *Transit Entity Annual Plan and Budget Worksheet* (Attachment E) detailing the specific Tech Prep Components their activities will support and how local funds will be allocated among the six Components. The Transit Entity Plan should describe any and all activities that will support continuous improvement in the attainment of the consortium's goals.

In addition to the Annual Plan and Budget worksheet, each transit entity must provide the following information, as part of the proposal to be eligible to receive Tech Prep funds from the consortium:

- Names and position/teaching areas of Tech Prep team members from the transit entity (school, community college or area career center). The team must include academic and technical instructors, counselors and administrators.
- Description of the process used to identify, report and track Tech Prep students at the institution (must be in compliance with the Program Definitions found on pages 2 of these guidelines).

PERFORMANCE INDICATORS

Significant revisions have been made to the accountability systems of Perkins IV. While specific performance targets for the state of Illinois have not yet been negotiated with the US Department of Education, it is vital that consortia make programmatic decisions based on reliable outcome data. To that end, the ICCB is prepared to adapt the Perkins Online Data System (PODS) to reflect the revised Perkins IV Tech Prep Accountability Indicator structure (see below). *This initiative is contingent upon the decision to continue funding the federal Tech Prep Consortia after the FY 2008 Perkins IV transition period.*

Perkins IV Tech Prep Accountability Requirements

Perkins IV does establish a substantive and innovative accountability structure specifically tailored to the specific mission, goals and outcomes of Tech Prep. These new accountability requirements include:

1. The number of secondary and postsecondary Tech Prep students served;
2. The number and percent of such secondary Tech Prep students who:
 - (a) Enroll in postsecondary education;
 - (b) Enroll in the same field or major as when such students were at the secondary level;
 - (c) Complete a state- or industry-recognized certification or licensure;
 - (d) Successfully complete postsecondary credits as a secondary student;
 - (e) Enroll in a remedial math, writing, or reading course at the postsecondary level.
3. The number and percent of postsecondary Tech Prep students who:
 - (a) Are placed in a related field of employment not later than 12 months after graduation from the Tech Prep Program;
 - (b) Complete a state- or industry-required certification or licensure;
 - (c) Complete a two-year degree or certificate program within the normal time for completion of such programs;
 - (d) Complete a baccalaureate degree program within the normal time for completion of such programs.

Note: These performance indicators are in addition to the performance indicators described in section 113(b) of Perkins Title I.

Consortia are under no specific requirement to address these accountability requirements during the FY 2008 Perkins IV transition period. However, it is advised that projects engage in discussions with regional stakeholders about the purpose and intent of these data elements, and begin to plan for their eventual adoption in FY 2009.

BUDGET AND FISCAL INFORMATION

BUDGET PROCESS OVERVIEW

Consortium allocations can be found in Attachment I. The Consortium Budget Worksheet form is provided in Attachment D to assist consortia in structuring an adequate and effective budget for FY 2008 federal Tech Prep funds. The worksheet breaks down uses of funds into eight *Expenditure Account* categories:

1. Consortium-Level Articulation
2. Tech Prep Program Sequences
3. Inservice Training
4. Equal Access for Special Populations
5. Linkages/Innovations
6. Preparatory Services
7. General Administration (up to 5% of total allocation)
8. Payment to Consortium Educational Partners

The first six Expenditure Accounts relate directly to the *Illinois Tech Prep Components* consortia will use as the basis of their annual plan (see Attachment C). The seventh, General Administration, refers to organized administrative activities that provide assistance and support to the Tech Prep consortium, including activities specifically designed to provide administrative or managerial support for the consortium and any special services provided for Tech Prep students. No more than 5% of the consortium's federal allocation may be spent on General Administration. The eighth Expenditure Account, Payment to Consortium Educational Partners, includes transit payments to educational institutions within the consortium.

Costs planned in these eight Expenditure Accounts should be applied to the specific Functional Expenditure Categories (salaries, supplies, etc.) provided. For further, more specific expenditure definitions, please consult the July 2005 ICCB Fiscal Management Manual (<http://www.iccb.state.il.us/HTML/pdf/manuals/fmm8-05.pdf>). Definitions in the ICCB Fiscal Management Handbook are general definitions of expenditures within specific categories, and are not all necessarily appropriate uses of Tech Prep funds.

BUDGET MODIFICATION PROCESS

Budget modifications of up to 20% or \$2,000 (whichever is higher) of any specific line, either as an addition to or subtraction from, are allowed without ICCB approval. Budget modifications over 20% or \$2,000 (whichever is higher) of any specific line, either as an addition to or subtraction from, require prior ICCB approval. Requests for a budget modification should be made by the project director and include a signed revised budget form (Attachment D) along with a description and justification for the amendment.

TECH PREP PROGRAMS OF STUDY DEVELOPMENT PROCESS

Perkins IV emphasizes the need to connect and align secondary and postsecondary CTE programs. This goal is addressed throughout the law – and most evidently by the new requirement that all Perkins recipients offer Programs of Study. Each Tech Prep Consortium is required to create, maintain and regularly update Programs of Study (formally referred to as Tech Prep course sequences). However, at the time of the publication of these grant guidelines the final determination has not yet been made regarding the specific requirements and components of Programs of Study. During the FY 2008 Perkins IV transition period community colleges, high schools, EFE's, AVC and Tech Prep Consortia are asked to continue working towards the twin goals of CTE program alignment and coordination. Actions in support of this will ensure that each entity is well positioned to act when the Programs of Study requirements are released.

"One of the unique attributes of vocational and technical education programs is their ability to show students a path that could end in a certificate, credential, employment, military or postsecondary education . . . Along this same track, we include a new requirement for state development of career and technical programs of study for career and technical program areas. These sequences of courses will incorporate a nonduplicative progression of both secondary and postsecondary elements which will include both academic and vocational and technical content . . . I believe this will also help drive program improvements by ensuring that states clarify the progression of academic and vocational technical courses needed for the postsecondary education, training or employment of a student's choice."

Representative Michael Castle (R-DE)

Floor Speech - July 27, 2006

PROGRAMS OF STUDY

1. incorporate and align secondary and postsecondary education;
2. include academic & CTE content in a coordinated, non-duplicative progression of courses;
3. may include the opportunity for secondary students to acquire postsecondary credits;
4. lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;
5. identify and address current or emerging occupational opportunities;
6. build on Tech Prep/career pathways;

THE LAW

From the *Carl D. Perkins Act of 2006*, Section 122 (c)(1)(A)

Career and technical programs of study, adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that:

1. incorporates secondary education and postsecondary education elements;
2. includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
3. may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
4. leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

TERMS OF THE GRANT AND DELIVERABLES

TERMS

- A. Upon receipt of the complete proposal the consortium director will receive an e-mail message confirming all components have been received and are being evaluated. ICCB staff will then review the proposal and contact the consortium director to either 1) request more specific information, clarification and/or supporting data or 2) confirm that the proposal has been approved as submitted. Following staff approval, the ICCB will forward to the consortium director the final grant agreement form which includes all the requisite certification and assurance forms, the approved budget (including information on financial drawdown methods and other fiscal procedures), and the scope of work (as submitted in the proposal). *The final grant agreement form must be signed by the official of the fiscal agent that is authorized to submit the proposal (e.g., Community College President, Superintendent, or Board Officer) and returned to the ICCB in order to activate the grant.* Audits will be based on the information provided in the signed Grant Agreement.
- B. Orders for payments will be submitted to the Office of the Comptroller by the Illinois Community College Board according to the negotiated payment schedule.
- C. All funds granted for the operation of this program must be used exclusively for the purposes stated in the approved proposal and must be expended in accordance with the approved budget and the grantee's policies and procedures related to such expenditures. Funds may only be expended for activities occurring during the grant period.
- D. Tech Prep consortium grants are 100% funded from federal sources. Therefore, successful applicants will be subject to the provisions of Section 511 of P.L-101-166 (The "Stevens Amendment") which governs the use of federal program funds. All announcements and other materials publicizing the programs must include statements as to the amount and proportion of federal funding involved.

DELIVERABLES

Each consortium is required to submit the following fiscal year 2008 reports and other deliverables by the dates indicated:

- A. Fiscal Year 2008 Tech Prep Consortium Final Reports
By October 1, 2008, Tech Prep Consortia are required to submit the following final reports:
 - 1) Fiscal Year 2008 Tech Prep Consortium Final Programmatic Report
The format and requirements of the Fiscal Year 2008 Tech Prep Consortium Final Programmatic Report will be supplied under separate cover by December 31, 2007. Four copies of the report, covering the period from July 1, 2007 - June 30, 2008, will be due to the Illinois Community College Board by October 1, 2008. The ICCB will distribute copies to the University of Illinois Office of Community College Research and Leadership (for research purposes only) and the Illinois Office Education Services (for public access and review).
 - 2) Final Fiscal Report
Final fiscal information related to the FY 2008 federal Tech Prep grant will be collected electronically by the ICCB in a format to be released at a later date. This information must be submitted electronically by October 1, 2008 and followed up with a signed hard copy.
- B. Secondary Tech Prep Student Data
Each school within the Tech Prep consortium must provide data on secondary Tech Prep student enrollments to the Illinois State Board of Education using the Illinois Student Information System (ISIS). Signatures by local school contact and consortium directors are required on each annual submission of counts.
- C. Postsecondary Tech Prep Student Data
Each consortium must collaborate with the community college partner(s) within the consortium to submit data on postsecondary Tech Prep student enrollments to the Illinois Community College Board. Each community college within the consortium should be submitting these data using the community college *Annual Student Enrollment and Completion Data Report (A1)*.

FISCAL YEAR 2008
ILLINOIS TECH PREP CONSORTIUM
GRANT GUIDELINES
ATTACHMENTS

**THE CARL D. PERKINS CAREER AND TECHNICAL
EDUCATION IMPROVEMENT ACT OF 2006 - TITLE II**



ATTACHMENTS

- A. Illinois Tech Prep Components
- B. Project Profile Worksheet
- C. Tech Prep Annual Plan Worksheets
- D. Fiscal Year 2008 Tech Prep Consortium Budget Worksheet
- E. Fiscal Year 2008 Tech Prep Transit Entity Annual Plan and Budget Worksheet
- F. Grant Proposal Check List
- G. Fiscal Year 2008 Tech Prep Consortium Final Reports
- H. Illinois Community College Board Tech Prep Staff Contact Information
- I. Fiscal Year 2008 Tech Prep Consortia Federal Allocations (Perkins IV Title II)

NOTE: Electronic versions of all necessary forms may be downloaded,
edited and submitted in hard copy with your FY 2008 plan. For
more information, please visit the iccb Illinois tech prep website
..... www.iccb.org/techprep

ATTACHMENT A

ILLINOIS TECH PREP COMPONENTS

The Illinois Tech Prep Components are designed to assist consortia to plan, implement and evaluate high quality Tech Prep programs.

- 1 CONSORTIUM-LEVEL ARTICULATION
 - 1.1 ARTICULATION
All Tech Prep programs must be carried out under articulation agreements between secondary and postsecondary institutions. A process must be in place to accurately identify and follow students from secondary to postsecondary Tech Prep programs, and systematically collect information about activities and outcomes for use to improve program effectiveness.
 - 1.2 SECONDARY AND POSTSECONDARY COLLABORATION
Tech Prep programs require strong collaboration among administrators, faculty, counselors and other key staff to ensure cohesive curricular connections between secondary schools and postsecondary institutions. These efforts include the provision of leadership from community colleges in ongoing implementation of local Tech Prep initiatives.
 - 1.3 BUSINESS/LABOR/COMMUNITY INVOLVEMENT
The Tech Prep program involves business, labor, and community organizations in curriculum development, inservice training, and other key processes associated with Tech Prep implementation, in addition to school-based and work-based learning experiences.
2. TECH PREP PROGRAMS OF STUDY

All Tech Prep programs must have a sequence of appropriate advanced academic and technical courses that provides preparation for a Tech Prep Occupation. Programs of Study must be non-duplicative and endeavor to reduce the need for remediation. Emphasis should be placed on developing student incentives for sequence participation and/or completion (e.g., articulated credit, credit-in-escrow, dual credit, etc.) when appropriate. Various combinations of sequential course work can be provided, but at a minimum sequences must include two years of secondary school and two years of postsecondary education designed to lead to technical skill proficiency, an industry-recognized credential, a certificate or a degree, in a specific career field. Programs should use, if appropriate and available, work-based learning experiences in conjunction with business and all aspects of an industry. Programs may begin as early as the 9th grade and may also articulate from a community college to a four-year college/university. Apprenticeships of at least two years following secondary education are another option allowed by law.

 - Please review all the specific Tech Prep Programs of Study requirements set forth in the “Program Definitions” section of the FY 2008 Illinois Tech Prep Consortium Grant Guidelines.
3. INSERVICE TRAINING

All Tech Prep projects must include inservice training for secondary and postsecondary instructors and counselors. Inservice training includes any type of appropriate professional development processes provided by the consortium, particularly those focused on enhancing the Tech Prep components.

 - Please review all the specific inservice training requirements set forth in the “Program Definitions” section of the FY 2008 Illinois Tech Prep Consortium Grant Guidelines.
4. EQUAL ACCESS FOR SPECIAL POPULATIONS

All Tech Prep projects must provide equal access to the full range of Tech Prep educational programs to individuals who are members of special populations. According to Perkins IV, Special Populations refers to “individuals with disabilities; individuals from economically disadvantage families, including foster children; individuals preparing for non-traditional fields (nontraditional fields refers to occupations for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation); single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiencies.”
5. LINKAGES/INNOVATIONS
 - 5.1 CURRICULUM DEVELOPMENT
All Tech Prep program curricula must be aligned with the Illinois Learning Standards (ILS), Occupational Skill Standards (OSS) (where available), Workplace Skills, and Career Development competencies. This curriculum must include applied methodology that integrates academic and technical coursework.
 - 5.2 WORK-BASED LEARNING EXPERIENCES
All Tech Prep programs must include work-based learning opportunities for students. Work-based learning may include career development experiences or skill development experiences, including activities designed to improve coordination of work-based learning with school-based learning.

- 6. PREPARATORY SERVICES
- 6.1 GUIDANCE/RECRUITMENT
All Tech Prep projects must provide preparatory services that assist all populations to participate in Tech Prep education programs. Preparatory services may take the form of career development and guidance activities and recruitment. Tech Prep includes activities to ensure that Tech Prep students have an opportunity to become aware of the full range of career options, and can make informed career choices. An Individualized Career Plan (ICP) is required to be a Tech Prep student.
- 6.2 PARENTAL SUPPORT
The Tech Prep consortium provides information and services to parents by assisting them to fully understand and to assist their child to make informed decisions about Tech Prep.

ATTACHMENT B

PROJECT PROFILE WORKSHEET

Consortia are only required to provide information requested in the *Project Profile Worksheet* in areas where changes have occurred. Please review the information submitted with your consortium's fiscal year 2007 Tech Prep proposal to determine what information has changed.

1. CONSORTIUM STRUCTURE

- 1.1 Name and address of the consortium fiscal agent.
- 1.2 Names, addresses, phone numbers and e-mail addresses of the consortium director and coordinator.
- 1.3 Indicate the members of the consortium decision-making team and their affiliation (NOTE: a consortium organizational chart must be updated annually and kept on file with the consortium director). At a minimum, the decision-making team must include representation from:
 - community college(s)
 - secondary school(s)
 - Education for Employment system(s)
 - private sector stakeholdersIn addition, membership should include secondary and postsecondary academic and technical instructors, counselors and other educational and community leaders.
- 1.4 Describe the process by which consensus is achieved between consortium partners regarding program and funding issues.
- 1.5 Describe the process by which input is sought from Tech Prep stakeholders (including higher education, business, labor, and parents) when developing Tech Prep programs.
- 1.6 Describe how the consortium is addressing the issue of resource development and long-term program sustainability.
- 1.7 In order to be eligible to receive Tech Prep funds from the consortium, the following information must be provided for each educational partner (i.e., high schools, community college and/or area career centers):
 - 1.7(A) Names and positions/teaching areas of local Tech Prep team members. The team must include academic and technical instructors, counselors and administrators.
 - 1.7(B) Description of the process used to identify, report and track Tech Prep students at the institution (must be in compliance with the Program Definitions found on pages 2 and 3 of these guidelines).

2. PROGRAM COMPONENTS

- 2.1 Provide the consortium's definition of a Tech Prep student. Include specific definitions for secondary and postsecondary Tech Prep participation.
- 2.2 Describe how Tech Prep students are identified within your consortium. Include the specific methods used to:
 - identify secondary Tech Prep students (include how this information is shared with the community college);
 - identify postsecondary Tech Prep students (include how this information is utilized by the community college);
 - track and measure Tech Prep student progress, specifically including how student success is tracked from secondary to postsecondary education;
 - ensure accurate and timely accounting of Tech Prep student enrollments to state data reporting systems (i.e., the ISBE ISIS system and the ICCB *Annual Enrollment and Completion Report*)
- 2.3 Describe what evaluation is being conducted to improve Tech Prep programs.
- 2.4 Indicate how the issues of school dropout prevention and reentry are being effectively addressed in Tech Prep programs.
- 2.5 Describe the procedures in place within the consortium to assist postsecondary Tech Prep students secure employment or transfer to a baccalaureate degree program.

COMPONENT #1 - CONSORTIUM-LEVEL ARTICULATION

1.1 ARTICULATION

All Tech Prep programs must be carried out under articulation agreements between secondary and postsecondary institutions. A process must be in place to accurately identify and follow students from secondary to postsecondary Tech Prep programs, and systematically collect information about activities and outcomes for use to improve program effectiveness.

ACTIVITIES	ANTICIPATED RESULTS	BUDGETED AMOUNT (IN \$)	FUNDING SOURCE	RESPONSIBLE PERSON	OUTCOME (FOR REPORTING PURPOSES)
1.		\$			
2.		\$			
3.		\$			
4.		\$			
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7.		\$			
8.		\$			
9.		\$			
10.		\$			

(add or subtract rows as necessary)

ON-SITE REVIEW FOLLOW-UP

Consortia must address the recommendations of their most recent Tech Prep on-site review visit in their annual plan. Activities that have been initiated as a result of the review team's findings should be marked in bold print.

NOTE: The OUTCOME column is to be completed for the FY08 Tech Prep Consortium Final Programmatic Report only.

COMPONENT #1 - CONSORTIUM-LEVEL ARTICULATION
1.2 SECONDARY AND POSTSECONDARY COLLABORATION

Tech Prep programs require strong collaboration among administrators, faculty, counselors and other key staff to ensure cohesive curricular connections between secondary schools and postsecondary institutions. These efforts include the provision of leadership from community colleges in ongoing implementation of local Tech Prep initiatives.

ACTIVITIES	ANTICIPATED RESULTS	BUDGETED AMOUNT (IN \$)	FUNDING SOURCE	RESPONSIBLE PERSON	OUTCOME (FOR REPORTING PURPOSES)
1.		\$			
2.		\$			
3.		\$			
4.		\$			
5.		\$			
6.		\$			
7.		\$			
8.		\$			
9.		\$			
10.		\$			

(add or subtract rows as necessary)

ON-SITE REVIEW FOLLOW-UP

Consortia must address the recommendations of their most recent Tech Prep on-site review visit in their annual plan. Activities that have been initiated as a result of the review team's findings should be marked in bold print

NOTE: The OUTCOME column is to be completed for the FY08 Tech Prep Consortium Final Programmatic Report only.

COMPONENT #1 - CONSORTIUM-LEVEL ARTICULATION
1.3 BUSINESS/LABOR/COMMUNITY INVOLVEMENT

The Tech Prep program involves business, labor, and community organizations in curriculum development, inservice training, and other key processes associated with Tech Prep implementation, in addition to school-based and work-based learning experiences.

ACTIVITIES	ANTICIPATED RESULTS	BUDGETED AMOUNT (IN \$)	FUNDING SOURCE	RESPONSIBLE PERSON	OUTCOME (FOR REPORTING PURPOSES)
1.		\$			
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(add or subtract rows as necessary)

ON-SITE REVIEW FOLLOW-UP

Consortia must address the recommendations of their most recent Tech Prep on-site review visit in their annual plan. Activities that have been initiated as a result of the review team's findings should be marked in bold print.

NOTE: The OUTCOME column is to be completed for the FY08 Tech Prep Consortium Final Programmatic Report only.

COMPONENT #2 -TECH PREP PROGRAMS OF STUDY

All Tech Prep programs must have a sequence of appropriate advanced academic and technical courses that provides preparation for a Tech Prep Occupation. Programs of Study must be non-duplicative and endeavor to reduce the need for remediation. Emphasis should be placed on developing student incentives for sequence participation and/or completion (e.g., articulated credit, credit-in-escrow, dual credit, etc.) when appropriate. Various combinations of sequential course work can be provided, but at a minimum sequences must include two years of secondary school and two years of postsecondary education designed to lead to technical skill proficiency, an industry-recognized credential, a certificate or a degree, in a specific career field. Programs should use, if appropriate and available, work-based learning experiences in conjunction with business and all aspects of an industry. Programs may begin as early as the 9th grade and may also articulate from a community college to a four-year college/university. Apprenticeships of at least two years following secondary education are another option allowed by law. Please review all the specific Tech Prep Programs of Study requirements set forth in the "Program Definitions" section of the FY 2008 Illinois Tech Prep Consortium Grant Guidelines.

ACTIVITIES	ANTICIPATED RESULTS	BUDGETED AMOUNT (IN \$)	FUNDING SOURCE	RESPONSIBLE PERSON	OUTCOME (FOR REPORTING PURPOSES)
1.		\$			
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(add or subtract rows as necessary)

ON-SITE REVIEW FOLLOW-UP

Consortia must address the recommendations of their most recent Tech Prep on-site review visit in their annual plan. Activities that have been initiated as a result of the review team's findings should be marked in bold print.

NOTE: The OUTCOME column is to be completed for the FY08 Tech Prep Consortium Final Programmatic Report only.

ATTACHMENT C**TECH PREP ANNUAL PLAN WORKSHEET****COMPONENT #3 - INSERVICE TRAINING**

All Tech Prep projects must include inservice training for secondary and postsecondary instructors and counselors. Inservice training includes any type of appropriate professional development processes provided by the consortium, particularly those focused on enhancing the Tech Prep components. Please review all the specific inservice training requirements set forth in the "Program Definitions" section of the FY 2008 Illinois Tech Prep Consortium Grant Guidelines.

ACTIVITIES	ANTICIPATED RESULTS	BUDGETED AMOUNT (IN \$)	FUNDING SOURCE	RESPONSIBLE PERSON	OUTCOME (FOR REPORTING PURPOSES)
1.		\$			
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10.		\$			

(add or subtract rows as necessary)

ON-SITE REVIEW FOLLOW-UP

Consortia must address the recommendations of their most recent Tech Prep on-site review visit in their annual plan. Activities that have been initiated as a result of the review team's findings should be marked in bold print.

NOTE: The OUTCOME column is to be completed for the FY08 Tech Prep Consortium Final Programmatic Report only.

ATTACHMENT C**TECH PREP ANNUAL PLAN WORKSHEET****COMPONENT #4 - EQUAL ACCESS FOR SPECIAL POPULATIONS**

All Tech Prep projects must provide equal access to the full range of Tech Prep educational programs to individuals who are members of special populations. According to Perkins IV, Special Populations refers to *“individuals with disabilities; individuals from economically disadvantage families, including foster children; individuals preparing for non-traditional fields (nontraditional fields refers to occupations for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation); single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiencies.”*

ACTIVITIES	ANTICIPATED RESULTS	BUDGETED AMOUNT (IN \$)	FUNDING SOURCE	RESPONSIBLE PERSON	OUTCOME (FOR REPORTING PURPOSES)
1.		\$			
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9.		\$			
10.		\$			

(add or subtract rows as necessary)

ON-SITE REVIEW FOLLOW-UP

Consortia must address the recommendations of their most recent Tech Prep on-site review visit in their annual plan. Activities that have been initiated as a result of the review team's findings should be marked in bold print.

NOTE: The OUTCOME column is to be completed for the FY08 Tech Prep Consortium Final Programmatic Report only.

COMPONENT #5 - LINKAGES/INNOVATION

5.1 CURRICULUM DEVELOPMENT

All Tech Prep program curricula must be aligned with the Illinois Learning Standards (ILS), Occupational Skill Standards (OSS) (where available), Workplace Skills, and Career Development competencies. This curriculum must include applied methodology that integrates academic and technical coursework.

ACTIVITIES	ANTICIPATED RESULTS	BUDGETED AMOUNT (IN \$)	FUNDING SOURCE	RESPONSIBLE PERSON	OUTCOME (FOR REPORTING PURPOSES)
1.		\$			
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(add or subtract rows as necessary)

ON-SITE REVIEW FOLLOW-UP

Consortia must address the recommendations of their most recent Tech Prep on-site review visit in their annual plan. Activities that have been initiated as a result of the review team's findings should be marked in bold print.

NOTE: The OUTCOME column is to be completed for the FY08 Tech Prep Consortium Final Programmatic Report only.

COMPONENT #5 - LINKAGES/INNOVATION
5.2 WORK-BASED LEARNING EXPERIENCES

All Tech Prep programs must include work-based learning opportunities for students. Work-based learning may include career development experiences or skill development experiences, including activities designed to improve coordination of work-based learning with school-based learning.

ACTIVITIES	ANTICIPATED RESULTS	BUDGETED AMOUNT (IN \$)	FUNDING SOURCE	RESPONSIBLE PERSON	OUTCOME (FOR REPORTING PURPOSES)
1.		\$			
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(add or subtract rows as necessary)

ON-SITE REVIEW FOLLOW-UP

Consortia must address the recommendations of their most recent Tech Prep on-site review visit in their annual plan. Activities that have been initiated as a result of the review team's findings should be marked in bold print.

NOTE: The OUTCOME column is to be completed for the FY08 Tech Prep Consortium Final Programmatic Report only.

COMPONENT #6 - PREPARATORY SERVICES

6.1 GUIDANCE AND RECRUITMENT

All Tech Prep projects must provide preparatory services that assist all populations to participate in Tech Prep education programs. Preparatory services may take the form of career development and guidance activities and recruitment. Tech Prep includes activities to ensure that Tech Prep students have an opportunity to become aware of the full range of career options, and can make informed career choices. An Individualized Career Plan (ICP) is required to be a Tech Prep student.

ACTIVITIES	ANTICIPATED RESULTS	BUDGETED AMOUNT (IN \$)	FUNDING SOURCE	RESPONSIBLE PERSON	OUTCOME (FOR REPORTING PURPOSES)
1.		\$			
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(add or subtract rows as necessary)

ON-SITE REVIEW FOLLOW-UP

Consortia must address the recommendations of their most recent Tech Prep on-site review visit in their annual plan. Activities that have been initiated as a result of the review team's findings should be marked in bold print.

NOTE: The OUTCOME column is to be completed for the FY08 Tech Prep Consortium Final Programmatic Report only.

COMPONENT #6 - PREPARATORY SERVICES

6.2 PARENTAL SUPPORT

The Tech Prep consortium provides information and services to parents by assisting them to fully understand and to assist their child to make informed decisions about Tech Prep.

ACTIVITIES	ANTICIPATED RESULTS	BUDGETED AMOUNT (IN \$)	FUNDING SOURCE	RESPONSIBLE PERSON	OUTCOME (FOR REPORTING PURPOSES)
1.		\$			
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(add or subtract rows as necessary)

ON-SITE REVIEW FOLLOW-UP

Consortia must address the recommendations of their most recent Tech Prep on-site review visit in their annual plan. Activities that have been initiated as a result of the review team's findings should be marked in bold print.

NOTE: The OUTCOME column is to be completed for the FY08 Tech Prep Consortium Final Programmatic Report only.

ATTACHMENT D
FISCAL YEAR 2008 TECH PREP CONSORTIUM BUDGET WORKSHEET

FUNCTIONAL EXPENDITURE CATEGORIES (A-H)

	EXPENDITURE ACCOUNTS (1-9)	<i>Salaries</i>	<i>Employee Benefits</i>	<i>Contractual Services</i>	<i>General Materials & Supplies</i>	<i>Travel Expenses</i>	<i>Capital Outlay</i>	<i>Other Expenditures*</i>	<i>TOTAL</i>
		A	B	C	D	E	F	G	H
1	<i>Consortium-Level Articulation</i>								
2	<i>Tech Prep Programs of Study</i>								
3	<i>Inservice Training</i>								
4	<i>Equal Access for Special Populations</i>								
5	<i>Linkages/Innovations</i>								
6	<i>Preparatory Services</i>								
7	<i>General Administration**</i>								
8	<i>Payments to Consortium Educational Partners</i>								
9	<i>TOTAL COSTS</i>								

*Attach a short description of any costs listed under Column G (OTHER EXPENDITURES)

** General Administration costs may not exceed 5% of the consortium's total federal allocation

Payments to consortium educational partners (i.e., transits) must be listed under line 8 and must be accompanied by a Transit Entity Annual Plan and Budget Worksheet (Attachment E).

Costs planned in the eight Expenditure Accounts (i.e., the six Components, general administration, and Payments to Consortium educational Partners) should be applied to the specific Functional Expenditure Categories provided. For further, more specific expenditure definitions, please consult pages 24-33 of the July 2000 ICCB Fiscal Management Manual (available online at <http://www.iccb.state.il.us/HTML/pdf/manuals/fmm2000.pdf>). PLEASE NOTE: Definitions in the ICCB Fiscal Management Handbook are general definitions of expenditures within specific categories, and are not all necessarily appropriate uses of Tech Prep funds.

BUDGET MODIFICATION PROCESS

Budget modifications of up to 20% or \$2,000 (whichever is higher) of any specific line, either as an addition to or subtraction from, are allowed without ICCB approval. Budget modifications over 20% or \$2000 (whichever is higher) of any specific line, either as an addition to or subtraction from, require prior ICCB approval.

Consortium Name/Number

Signature of Consortium Director

date

ATTACHMENT E

FISCAL YEAR 2008 TECH PREP TRANSIT ENTITY ANNUAL PLAN AND BUDGET WORKSHEET

CONSORTIUM _____ TRANSIT ENTITY _____

- Each transit entity receiving funds from the Tech Prep consortium must complete a separate worksheet.
- Each specific activity should only be listed once. If an activity addresses more than one Component, it may be noted within the original activity description.
- Each transit entity does not necessarily have to address all six Components. Consult Attachment A for more specific information on the Components.

Transit Entity FY 2008 Budget \$ _____ Transit Entity Contact Name/e-mail _____

TECH PREP COMPONENTS	SUPPORTING ACTIVITIES	BUDGET
1. Consortium-Level Articulation		
1.1 Articulation		\$
1.2 Sec-Postsec Collaboration		\$
1.3 Business/Labor Involvement		\$
2. Tech Prep Programs of Study		\$
3. Inservice Training		\$
4. Equal Access for Special Pops		\$
5. Linkages/Innovations		
5.1 Curriculum Development		\$
5.2 Work-Based Learning		\$
6. Preparatory Services		
6.1 Guidance and Recruitment		\$
6.2 Parental Support		\$

PLEASE NOTE: In addition to the Annual Plan and Budget worksheet, each transit entity must provide the following information to be eligible to receive Tech Prep funds from the consortium:

- Names and position/teaching areas of Tech Prep team members from the transit entity (school, community college or area career center). The team must include academic and technical instructors, counselors and administrators.
- Description of the process used to identify, report and track Tech Prep students at the institution (must be in compliance with the Program Definitions found on page 2 of these guidelines). _____

ATTACHMENT F
GRANT PROPOSAL CHECK LIST

Please provide the following information on the cover of your FY 2008 Tech Prep proposal:

- Consortium Name
- Consortium Number
- Consortium Address
- Consortium Fiscal Agent (Entity Name)
- Consortium Director Name
- Consortium Director E-mail
- Consortium Director Phone number

To avoid delays, please ensure that the following five items are complete and included as part of your fiscal year 2008 Tech Prep Consortium proposal (one original and three copies):

1. Grant Proposal Cover Sheet
2. Project Profile Worksheet (Attachment B)
 - Note: Rather than requesting Consortia to only provide information in areas where changes have occurred as in years past, we are requiring updated Project Profiles for all Consortia for FY 2008.
3. Tech Prep Annual Plan Worksheets (Attachment C)
4. Fiscal Year 2008 Tech Prep Consortium Budget Worksheet (Attachment D)
 - General Administration Costs may not exceed 5% of the total consortium grant allocation
 - Any costs listed under the Other Expenditures category must be accompanied by a description of the expense
 - Budget Worksheet form is signed by Consortium Director
5. Fiscal Year 2008 Transit Entity Annual Plan and Budget Worksheet(s) (Attachment E)
 - Payments to consortium educational partners (i.e., transits) must be listed under line 8 of the Consortium Budget Worksheet and must be accompanied by a Transit Entity Annual Plan and Budget Worksheet

Submit one original and three copies of your
FY 2008 proposal by May 14, 2007 to:

THE ILLINOIS COMMUNITY COLLEGE BOARD
401 EAST CAPITOL AVENUE
SPRINGFIELD, ILLINOIS 62701
ATTN: ROBIN CUNNINGHAM

ATTACHMENT G
FISCAL YEAR 2008 TECH PREP CONSORTIUM FINAL REPORTS

By October 1, Tech Prep Consortia are required to submit the following final reports:

1) **Fiscal Year 2008 Tech Prep Consortium Final Programmatic Report**

The format and requirements of the Fiscal Year 2008 Tech Prep Consortium Final Programmatic Report will be supplied under separate cover at a later date. Four copies of the report, covering the period from July 1, 2007 - June 30, 2008, will be due to the Illinois Community College Board by October 1, 2008. The ICCB will distribute copies to the University of Illinois Office of Community College Research and Leadership (for research purposes only) and the Illinois Office Education Services (for public access and review).

2) **Final Fiscal Report**

Final fiscal information related to the FY 2008 federal Tech Prep grant will be collected electronically by the ICCB in a format to be released at a later date. This information must be submitted electronically by October 1, 2008 and followed up with a signed hard copy.

ATTACHMENT H
ILLINOIS COMMUNITY COLLEGE BOARD
TECH PREP STAFF CONTACT INFORMATION

For information questions or concerns regarding Tech Prep, please contact
the Illinois Community College Board Tech Prep team at
techprepteam@iccb.state.il.us

401 East Capitol Avenue
Springfield, IL 62701-1711
Fax: 217.785.0090

PERKINS LEADERSHIP TEAM:

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Robin Cunningham
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FUNDING & DISBURSEMENTS:

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Ed Smith
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E-mail: esmith@iccb.state.il.us

PERKINS REGIONAL CONSULTANTS:

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PERFORMANCE INDICATORS/DATA:

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WIA/PERKINS INTEGRATION:

Lavon Nelson
Director for Employment & Training
Phone: 217.557.2742
E-mail: lnelson@iccb.state.il.us

ATTACHMENT I
FISCAL YEAR 2008 TECH PREP CONSORTIA
FEDERAL ALLOCATIONS (PERKINS IV TITLE II)

<u>TP Con. #</u>	<u>Tech Prep Consortium</u>	FY2007 <u>Allocation</u>	FY2008 Preliminary <u>Allocation</u>	change
7070	Career Development System	\$88,520	\$86,801	\$ -1,719
7060	Career Preparation Network	\$66,177	\$64,892	\$ -1,285
5080	CCC/CPS	\$505,362	\$495,550	\$ -9,812
5070	Danville	\$63,398	\$62,167	\$ -1,231
7100	DAOES/COD	\$206,402	\$202,395	\$ -4,007
7030	Des Plains Valley TP	\$77,940	\$76,427	\$ -1,513
5090	Elgin CC TP	\$98,149	\$96,243	\$ -1,906
7470	ESL Regional Voc. System	\$48,338	\$47,399	\$ -939
7540	Franklin Co. Reg. Del. TP	\$67,910	\$66,591	\$ -1,319
7360	Heartland /McLean/DeWitt	\$90,431	\$88,675	\$ -1,756
7390	Heartland Region TP/Richland	\$67,325	\$66,018	\$ -1,307
5190	Highland Area TP	\$69,789	\$68,434	\$ -1,355
1000	IDHS/ORS	\$42,477	\$41,652	\$ -825
5290	IL Eastern TP Cons.	\$76,459	\$74,974	\$ -1,485
5130	Ill. Valley/SRAVTE	\$72,648	\$71,237	\$ -1,411
5300	John A. Logan TP	\$66,536	\$65,244	\$ -1,292
5250	Joliet J.C/TREES	\$136,646	\$133,993	\$ -2,653
5200	Kankakee/Iroquois TP	\$70,063	\$68,703	\$ -1,360
5010	Kaskaskia	\$67,076	\$65,774	\$ -1,302
7180	Kishwaukee Education TP	\$58,913	\$57,769	\$ -1,144
7090	Lake Co. AVS	\$160,889	\$157,765	\$ -3,124
5170	Lakeland/EIEFES	\$110,823	\$108,671	\$ -2,152
5260	Lincoln Land TP Partner.	\$134,835	\$132,217	\$ -2,618
5280	McHenry Co. TP	\$83,860	\$82,232	\$ -1,628
7050	Moraine Area Career System	\$91,922	\$90,137	\$ -1,785
7040	Morton Region TP Cons.	\$51,037	\$50,046	\$ -991
5120	N.W. Suburban ETC	\$131,883	\$129,322	\$ -2,561
7020	NSERVE Region TP Con.	\$110,100	\$107,962	\$ -2,138
7340	Parkland College TP	\$95,673	\$93,815	\$ -1,858
7220	Quad City/Tri County	\$95,848	\$93,987	\$ -1,861
5360	River Bend TP/Lewis & Clark	\$96,076	\$94,211	\$ -1,865
5110	RVC/CEANCI	\$105,138	\$103,097	\$ -2,041
5060	Sauk Valley/WHTSD	\$66,911	\$65,612	\$ -1,299
5310	Shawnee TP	\$57,856	\$56,733	\$ -1,123
7555	Southeastern Ill. TP Cons	\$59,634	\$58,476	\$ -1,158
5220	Southwestern IL TP	\$110,999	\$108,844	\$ -2,155
5140	Tech Prep for Central Illinois	\$133,661	\$131,066	\$ -2,595
7140	VALEES	\$93,557	\$91,741	\$ -1,816
7280	West Central Illinois	\$110,185	\$108,046	\$ -2,139
7250	West Central Reg/J. Wood	\$63,677	\$62,441	\$ -1,236
Total		\$4,005,123	\$3,927,359	\$ -77,764

APPENDIX I

FISCAL YEAR 2007 TECH PREP LOCAL PLAN
REVIEW WORKSHEET

Consortia _____

Section 1: Grant Proposal Cover Sheet & Project Profile

reviewer's initials

REVIEWER'S COMMENTS:

Section 2: Tech Prep Annual Plan

Required Components

reviewer's initials

1 *Consortium Level Articulation*

REVIEWER'S COMMENTS:

2 *Tech Prep Annual Program Sequences*

REVIEWER'S COMMENTS:

3 *Inservice Training*

REVIEWER'S COMMENTS:

4 *Equal Access for Special Populations*

REVIEWER'S COMMENTS:

5 *Linkages/Innovations*

REVIEWER'S COMMENTS:

REVIEWER'S COMMENTS:

Section 3: Tech Prep Program Budget

reviewer's initials

General Administration costs total 5% or less of the college's allocation (check one): ☐ YES ☐ NO ☐ N/A

A description is provided for any costs listed under the "OTHER EXPENDITURES" category (check one):
☐ YES ☐ NO ☐ N/A

REVIEWER'S COMMENTS:

Section 4: Tech Prep Transit Entity Budget

reviewer's initials

Transit entity budgets equal the allocation stated in the Consortia plan budget (check one): ☐ YES ☐ NO ☐ N/A

REVIEWER'S COMMENTS:

General and/or Additional Plan Comments (optional):

reviewers initials

Initial Recommendation (pending final consensus): ☐ APPROVED
☐ CONDITIONAL APPROVAL (pending revision)
☐ NOT APPROVED

APPENDIX J

**FISCAL YEAR 2007 TECH PREP CONSORTIUM LOCAL PLAN
FINAL CONSENSUS REVIEW AND RECOMMENDATION SHEET**

CONSORTIUM _____

CONTACT: _____

PHONE: _____

E-MAIL: _____

After reviewing the fiscal year 2007 Tech Prep plan from _____
the ICCB Tech Prep staff team recommends that the grant be:

☐ APPROVED AS SUBMITTED

☐ CONDITIONALLY APPROVED
pending submission and approval of the following items:

☐ NOT APPROVED

ICCB Staff Reviewer

ICCB Staff Reviewer Signature

date

ICCB Staff Reviewer

ICCB Staff Reviewer Signature

date

FINAL DOCUMENT CHECKLIST

The following items must be attached to this form for final approval:

1. Grant Proposal Cover Sheet
2. Tech Prep Project Profile
3. Tech Prep Annual Plan
4. Fiscal Year 2007 Project Budget
5. Fiscal Year 2007 Transit Entity Annual Plan and Budget Worksheet

APPENDIX K

Federal Fiscal Year 2007/State Fiscal Year 2008 Secondary Perkins Allocations

Region	EFE #	Regional Delivery System/Education for Employment System	Perkins
CHGO	010	Chicago Public Schools	9,088,855
SCL	020	NSERVE	425,162
	030	Des Plaines	412,784
	040	Morton Regional System	347,215
	050	Moraine Area Career System	522,236
	060	Career Prep. Network	372,430
	065	Career Dev. System	598,428
	070	Northwest Suburban	499,797
	080	Lake County	998,131
Reg 1	090	DAOES	1,126,065
	100	TREES	828,430
	110	Northern Kane	539,750
	120	KARVES	235,386
	130	VALEES	523,263
	140	McHenry	296,092
Reg 2	150	CEANCI	696,022
	160	Eagle Ridge	54,316
	170	Kishwaukee Education Cons.	112,092
	185	Tri-County/Quad City	370,366
	190	SRAVTE	193,562
	200	CIVEC	67,926
	220	CareerTEC	79,107
	230	Whiteside Voc. System	174,615
Reg 3	240	West Central	148,059
	250	Two Rivers	88,075
	265	Western Area Career System	143,807
	280	Delabar	132,963
	290	Lincolnland	67,505
	300	P.E.R.F.E.C.T	332,444
	310	R.O.C.T.E.	345,057
	320	Tazewell Area EFE	213,727
Reg 4	330	Champaign- Ford	292,691
	340	Eastern Illinois	262,707
	350	McLean-DeWitt	219,665
	370	Iroquois	38,268
	380	Livingston	69,660
	390	Heartland	267,091
	400	Vermillion	183,289
Reg 5	410	Bond/Fayette/Effingham	73,781
	425	Central Illinois Rural Region	117,678

Federal Fiscal Year 2007/State Fiscal Year 2008 Secondary Perkins Allocations

Region	EFE #	Regional Delivery System/Education for Employment System	Perkins
	430	Christian-Montgomery	106,853
	450	Madison County	481,440
	460	St. Clair County	316,864
	470	East St. Louis	251,402
	550	Okaw	97,024
Reg 6	480	Five County	137,997
	490	Clay/Jasper/Richland	74,361
	495	Marion/Clinton/Washington	146,393
	500	Twin Rivers	61,142
	520	Rend Lake	100,411
	525	Franklin County	83,991
	535	Ohio & Wabash Valley	163,473
	540	Jackson/Perry	139,874
	560	Williamson County	118,738
		Total Perkins	23,838,460
Note - These allocations include an additional \$830,625 in carryover dollars.			

APPENDIX L

**Federal Fiscal Year 2007/State Fiscal Year 2008
Illinois Postsecondary Perkins Revised
Allocation Table**

Community College	FY08 PRELIMINARY Allocation	2005-2006 Pell Count	FY08 REVISED Allocation	change
BLACK HAWK COLLEGE	\$441,151	2,388	\$ 441,296	\$ 145
CARL SANDBURG COLLEGE	\$254,198	1,376	\$ 254,281	\$ 83
CITY COLLEGES OF CHICAGO	\$3,536,416	19,143	\$ 3,537,577	\$ 1,161
DANVILLE AREA COMMUNITY COLLEGE	\$175,500	950	\$ 175,558	\$ 58
DUPAGE, COLLEGE OF	\$592,636	3,208	\$ 592,830	\$ 195
ELGIN COMMUNITY COLLEGE	\$281,354	1,523	\$ 281,446	\$ 92
HARPER COLLEGE, WILLIAM RAINEY	\$366,148	1,982	\$ 366,268	\$ 120
HEARTLAND COMMUNITY COLLEGE	\$264,358	1,431	\$ 264,445	\$ 87
HIGHLAND COMMUNITY COLLEGE	\$153,701	832	\$ 153,751	\$ 50
ILLINOIS CENTRAL COLLEGE	\$528,347	2,860	\$ 528,521	\$ 173
ILLINOIS EASTERN COMMUNITY COLLEGES	\$298,350	1,615	\$ 298,448	\$ 98
ILLINOIS VALLEY COMMUNITY COLLEGE	\$187,323	1,014	\$ 187,385	\$ 62
JOHN A. LOGAN COLLEGE	\$312,205	1,690	\$ 312,308	\$ 103
JOHN WOOD COMMUNITY COLLEGE	\$218,913	1,185	\$ 218,985	\$ 72
JOLIET JUNIOR COLLEGE	\$328,277	1,777	\$ 328,385	\$ 108
KANKAKEE COMMUNITY COLLEGE	\$149,637	810	\$ 149,686	\$ 49
KASKASKIA COLLEGE	\$263,250	1,425	\$ 263,336	\$ 86
KISHWAUKEE COLLEGE	\$188,432	1,020	\$ 188,493	\$ 62
LAKE COUNTY, COLLEGE OF	\$382,220	2,069	\$ 382,346	\$ 125
LAKE LAND COLLEGE	\$307,587	1,665	\$ 307,688	\$ 101
LEWIS & CLARK COMMUNITY COLLEGE	\$336,960	1,824	\$ 337,071	\$ 111
LINCOLN LAND COMMUNITY COLLEGE	\$354,140	1,917	\$ 354,257	\$ 116
MCHENRY COUNTY COLLEGE	\$137,814	746	\$ 137,859	\$ 45
MORAIN VALLEY COMMUNITY COLLEGE	\$473,480	2,563	\$ 473,636	\$ 155
MORTON COLLEGE	\$302,414	1,637	\$ 302,513	\$ 99
OAKTON COMMUNITY COLLEGE	\$245,700	1,330	\$ 245,781	\$ 81
PARKLAND COLLEGE	\$444,107	2,404	\$ 444,253	\$ 146
PRAIRIE STATE COLLEGE	\$341,024	1,846	\$ 341,136	\$ 112
REND LAKE COLLEGE	\$202,656	1,097	\$ 202,723	\$ 67
RICHLAND COMMUNITY COLLEGE	\$180,303	976	\$ 180,362	\$ 59
ROCK VALLEY COLLEGE	\$346,751	1,877	\$ 346,865	\$ 114
SAUK VALLEY COMMUNITY COLLEGE	\$162,199	878	\$ 162,252	\$ 53
SHAWNEE COMMUNITY COLLEGE	\$220,206	1,192	\$ 220,279	\$ 72
SOUTH SUBURBAN COLLEGE	\$835,010	4,520	\$ 835,284	\$ 274
SOUTHEASTERN ILLINOIS COLLEGE	\$131,533	712	\$ 131,576	\$ 43
SOUTHWESTERN ILLINOIS COLLEGE	\$683,711	3,701	\$ 683,935	\$ 224
SPOON RIVER COLLEGE	\$116,199	629	\$ 116,238	\$ 38
TRITON COLLEGE	\$426,927	2,311	\$ 427,067	\$ 140
WAUBONSEE COMMUNITY COLLEGE	\$162,384	879	\$ 162,437	\$ 53
Total	\$15,355,690	83,002	\$ 15,338,556	\$ -17,134
		Total Award	\$ 15,338,556	
		Total Pell	83002	
		Pell Rate	184.80	